

ABSTRACT

EDUCATIONAL LEADERSHIP

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VISIONS OF LEADERSHIP THROUGH THE EYES OF SELECTED HBCU
PRESIDENTS

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This study examined, from a qualitative approach, the impact of vision, personal philosophies and ideologies on the institutional administration of selected HBCU presidents. The study was based on the premise that a president's vision directly influenced their ability to lead their institution as it related to the following areas: institutional administration, academic affairs, student affairs, personnel administration and financial management. The researcher found that vision had a direct and profound impact on the actions of the selected HBCU presidents and further found that each of the five areas of emphasis was guided by the presidents vision. The conclusions drawn from the findings suggest that the vision of an HBCU president must be formally and informally disseminated not only to faculty, staff and students of the institution, but also to the public at large in order to realize the vision and goals set by both the president and administrators of HBCUs.

VISIONS OF LEADERSHIP
THROUGH THE EYES OF SELECTED HBCU PRESIDENTS

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CHAPTER 1

THE INTRODUCTION

INTRODUCTION

"I tried to develop an academic community that was supra culture, supra race and supra religion and supra nation. I tried to build this kind of college because I believed then, as I do now, that unless we succeed in building this same kind of world mankind's existence on earth is indeed precarious." - Benjamin E. Mays, 1971 (p. 310)

What does it take to lead one of most unique environments in American higher education? Historically Black Colleges and Universities (HBCUs) have a rich legacy of educating Blacks since the late 19th century. Given that responsibility, the presidents who are charged to lead these special institutions must also have unique insights and vision as they carry out their duties. There is a small amount of literature which broadly examines the vision of leadership through the eyes of HBCU presidents; however this study seeks to tell the story of the visions of two presidents who lead Historically Black Colleges and Universities in the United States.

Traditionally, HBCUs have been the centerpiece of the Black educational experience. The legacy of HBCUs finds its origin in the aftermath of slavery. These institutions provided newly freed first generation or northern freed Blacks access to formal higher learning institutions. Only a few mainstream colleges admitted Black students but these numbers were small and did not begin to address the scores of Blacks hungry to be educated. Out of this dilemma the HBCU emerged. (Suggs 2, 1999).

The birth of HBCUs dates back to shortly after the Civil War. Between 1865 and 1875, twenty-four private Black colleges emerged with the support of church groups, the Freedman's Bureau, and the Black population itself (Committee L, 1995). Such institutions have had dynamic and colorful presidents over the years and their charisma, intellect and vision helped shape the legacy of HBCUs. These presidents have faced profound challenges. Though the specifics have changed over time, these institutions have created or recreated themselves in order to "do good by a people" whose fate has been decided by others. In spite of the humble beginnings, these institutions have cultivated generations of educated professional Blacks (Committee L, 1999). This paper argues that the tenacity of these institutions can be linked to their leadership. This research intends to qualitatively capture and relay the essence of the HBCU president. For the purpose of this study, leadership is defined as the core qualities from which educational vision and philosophies emerge. The goals are to merge the collective ideas, opinions and ideologies of these presidents to obtain a salient view of HBCU leadership and also add to a small body of literature on these privileged few who lead Historically Black Colleges and Universities.

PURPOSE OF THE STUDY

The purpose of the study is to explore the vision and leadership philosophies of two HBCU presidents who represent schools of varying size and background. The vision of the president and thus the actions which follow that vision, have some impact on all facets of the university including the academic performance of students. Through triangulation of the presidential interviews, review and analysis of historical documents, observations and interviews with administrative staff and/or faculty, it is hoped that a comprehensive picture will emerge.

First, this study seeks to identify and explore how each president's vision and leadership philosophies manifests in their work and institution. Further, this study will examine the relationship between the president's vision of leadership and overall institutional success.

Through an ethnographic study, this research will rely upon data gathered from structured interviews, historical documents and observations. The focus of this inquiry will be directed at the following areas: academic affairs, student affairs, financial management, personnel management and institutional administration. Questions focused on the way in which a president's vision informs the following areas of institutional administration: academic affairs, student affairs, personnel management, financial management and overall institutional administration.

RATIONALE

Traditionally HBCUs have been seen as inferior institutions of higher learning by the dominant culture and among predominantly white institutions. The assumption of inferiority refers to the supposed lack of academic standards, substandard facilities and lack of top-notch faculty and staff at HBCUs (Murty & Roebuck, 1993). For various social reasons, particularly stemming from racism, these institutions struggle to be seen as competitive or at the very least sufficient (Suggs 4, 1999). Thus the job of the president of an HBCU is highly challenging. According to the legendary, former Morehouse College President, Benjamin E. Mays (1971), "To be president of a college and White is no bed of roses. To be president of a college and Black is almost a bed of thorns...The president of a Negro college is almost daily confronted by stumbling blocks, hurdles and personal embarrassments that rarely if ever clutter the path of his White counterpart." (p.196)

Since most HBCUs were created to educate slaves or the children of slaves, the stigma of inferiority has never been dissolved. Many of these institutions still have open admissions policies that admit students who are unable to attend more competitive institutions. Offering an open admissions policy at an institution which is already viewed as inferior because the students are predominantly minority, poses a special challenge for the presidents who lead HBCUs. This fuels the stereotype that Blacks are intellectually inferior and therefore their institutions are inferior as well. According to Murty and Roebuck (1993), "while Blacks and Whites agree that HBCUs have proven themselves

useful, they are now viewed by many whites and some Blacks as ineffective and dispensable institutions that do not meet the academic levels of White Institutions". (p. 7)

During reconstruction, the Freedman's Bureau began to focus on the secondary education of African Americans. Although some Black colleges had been established in the late 1860s, many operated as high schools or normal colleges. The focus on secondary higher education brought recognition to this challenge. In response to the lack of "legitimate" Black colleges and universities, various schools began to offer college level programs of study. By 1895 there stood more than forty Black colleges and sixty Black secondary schools in the south. Still, the problem of quality had not been solved. Of the more than forty colleges, only a select few were respected for the quality of education that they offered (Bullock, 1967).

The colleges and universities which were established during this time period have come to be known as HBCUs. Although most of them were thought to be insufficient and lacking in quality, a few stood out from the rest. Among the few standouts were Howard University, Fisk University, and Atlanta University, with Howard recognized as the foremost (Bullock, 1967). Founded by religious denominations, northern missionaries and industrial philanthropists, these schools were symbols of hope for Blacks. However, they existed within a larger society ambivalent about their success and/or failure.

Thus the HBCU president is faced with the challenge of upholding excellence and nurturing a school image which invites funding and supporters from the mainstream population, while countering stereotypical notions about these institutions. Consequently, the HBCU president simultaneously resides in two worlds. These worlds are sometimes complimentary, sometimes conflicting. He or she faces some of the same

are sometimes complimentary, sometimes conflicting. He or she faces some of the same challenges as his/her counterparts at predominantly White institutions, but must also maintain an institutional legacy particular to Blacks. This legacy shapes the way in which issues of access (admissions, financial aid, tuition), academics (grades, retention, faculty roles) and student support (residence life, student activities) are addressed. In the 21st century these issues and others are redefining the role of the HBCU president. Lee Lawrence (1999) highlights several of the contemporary problems which still plague HBCUs. For example, publicly funded HBCUs in Alabama, Texas and North Carolina, are forced to attract students of other races with race-based scholarships in order to comply with court ordered desegregation policies. He further mentions that HBCUs stand in a legally awkward position because though their admissions policies are evidently effective in increasing the access of Blacks to higher education, their race-based admissions policies put them in a legal quandary.

In short, the long-standing HBCU struggle on behalf of its students for full access has been turned on its head. Predominantly White institutions can no longer legally discriminate against Blacks by denying them institutional access. Instead these institutions, often possessing greater resources, can recruit the "best" Black students and leave those less competitive students behind. In light of these issues, HBCUs then find themselves in a precarious situation. How can these HBCUs grounded in tradition, legacy and struggle specific to Blacks, compete with mainstream American Institutions? What leadership philosophies and strategies are necessary to facilitate the ever-changing nature of the HBCU?

How then does the president via his/her leadership/vision, shape the institutional culture in such a way to encourage and facilitate institutional success? How is this communicated to faculty and staff? It is hoped within this study, an understanding will be gained as to the guiding principles which are utilized by HBCU presidents to foster academic excellence and maintain the proud legacy of these institutions.

STATEMENT OF THE PROBLEM

Does the vision of an HBCU president affect institutional success? Given the myriad of difficult yet ongoing issues which determine the success/graduation rate of the students within a given school, the presidents vision must not only be clear and common to all involved, but must be integral to daily operations in order to effect change.

If the vision of the president is unclear or non-existent, it is likely that each department will follow its own vision, thus there will be no unity of mission or goals. Vision is interpreted as the president having a clear sense of what their institutions are, what they ought to be doing, where they are headed and what they are to become (Fisher, Tack & Wheeler, 1998). Thus the qualitative examination of the visions of leadership of various presidents will uncover ideologies and practices that impact institutional success. In contrast, the analysis may also uncover practices which hinder institutional advancement.

There is also a need to further the sparse amount of literature on this subject, which will provide a contemporary, perspective of HBCUs, presidents and their environments. More importantly this could serve to dispel many stereotypes about the importance and viability of such institutions. Through the accurate and in-depth depiction of their stories, a more comprehensive view of these institutions will emerge.

SIGNIFICANCE OF THE STUDY

Currently more Black students are going to college than at any other time in history. Coupled with the new affirmative action laws, which make entry into predominantly white schools difficult for minorities in a growing number of states, HBCU enrollment is rising (Sable, 1998).

To meet the challenge of a growing university as well as the normal challenges each HBCU faces, leaders of these institutions must not only have a clear and working vision to accommodate the larger amount of students, but must also have a vision for the new millennium. This study is timely because many of the HBCU presidents are in recent transition from one school to another and each school has a legacy and culture of its own (Yates & Roach, 2000). Therefore, reviewing the ideas of selected HBCU presidents could provide a larger context by which the issues of HBCUs can be addressed.

There is not a wealth of literature specific to the concerns and challenges of HBCUs and/or its presidents. A contemporary study of the current philosophies and ideologies of management by HBCU presidents could give a current view of the direction many of these schools are taking for the new century, as well as compare and contrast trends among selected leaders as it relates to institutional success.

The audience which could benefit from this study is far reaching. Prospective students and parents of HBCUs would be well served to have access to timely, in-depth information concerning institutions which they might consider attending. The academic

implications of this study will also aid in filling the void in literature on HBCU presidents and indirectly the schools themselves.

The selected methodological approach highlights the need for this story to be told from a perspective which is not negatively slanted in favor of the mainstream stereotypes about HBCUs. Therefore, this research is significant in its theoretical orientation which views the work and practices of an HBCU president as a window into the culture of the 21st century HBCU.

RESEARCH QUESTIONS

In keeping with the qualitative research tradition, the research questions emerged from preliminary analysis of data (Bogden & Bicklen, 1998). Initially the study focused on the following questions:

- What, if any, impact does the presidents vision have on his/her success as the institutional leader of an HBCU?
- What role does the president's vision play in the five following areas, as it relates to execution of duties?
 - Academic Affairs
 - Student Affairs
 - Financial Aid
 - Personnel Management
 - Institutional Administration
- Is the current ascendancy pattern for the office of HBCU president different than it was historically and how did you ascend to the office of president?
- What is the role of an HBCU?
- What role, if any, does the legacy of the institution play in the vision of an HBCU president?
- What attributes make a successful HBCU president?
- What philosophies and/or theories guide HBCU presidents?
- What is the history of the early leaders of the HBCU and how does that compare or contrast with the leaders of today?
- How does your vision impact the personal challenges you face as an HBCU president?

Throughout the process of collecting and analyzing data, however, numerous themes emerged that needed to be reflected in the research questions. These questions include:

- What is the impact of a president's personal sense of history on his/her ability to lead an HBCU?

- How do HBCU presidents view the work of the Black institution over space and time?
- Are there tensions of service and community which impact an HBCU president?
- What part does the theme of "dignity" play in the office of the president?

SUMMARY

What does it take to lead one of the most unique environments in higher education? Given the rich history and legacy of the institutions they serve, the tasks and challenges of the contemporary HBCU president deserve documentation and analysis, as a part of the tapestry of the sparse current literature highlighting these institutions.

The rationale for this study centers around the legacy, history and contemporary challenges of HBCU presidents and their schools. The HBCU suffers from the weight of long held stereotypes and myths concerning their viability and competitiveness. Marred with legacies of humble beginnings, within a climate of racism and oppression, these institutions which began in the late 19th century have a very complicated history which includes the lives and perspectives of a chosen few, the HBCU President. The task of an HBCU president is complicated and at times burdensome. It is hoped within this study that an understanding will be gained as to the guiding principles which are utilized by HBCU presidents to lead their institutions. The research questions for this study were designed to glean a substantive and comprehensive perspective of presidential vision as it relates to institutional management.

CHAPTER 2

REVIEW OF LITERATURE

An institution is the lengthened shadow of one person. - Ralph Waldo Emerson (Fisher, 1984, p. 73)

ORGANIZATION OF THE REVIEW

In order to study the vision and work of contemporary HBCU presidents, a myriad of topics must be reviewed to provide a complete picture of the subject. To accomplish this task, this review examines five areas that provide the necessary backdrop and context for this research. The first area of review, mainstream perspectives of leadership and management, will focus on conventional/traditional paradigms and theories of successful leadership. The goal of this section is to review the traditional leadership strategies in higher education.

A historical overview of HBCU leadership is the second area for literature review. This section has a twofold purpose. First, it is imperative to examine the origin and evolution of the Historically Black College and University. HBCU presidents must be understood within the cultural, social, economic, political and historical context of their environment. The second objective of this area is to explore the philosophical shifts

to highlight the historical viewpoints, ascendancy patterns and philosophies of HBCU presidents. This section will also examine the challenges and perspectives of vision of HBCU presidents past and present. The third area of literature review is the population profile of Black Students. This section will illustrate a detailed demographic of the students for whom HBCUs exist.

The final section will explore some unique challenges which specifically affect HBCUs. These issues will mirror some of the sentiments and previous literature cited in earlier sections. This area will also serve as a culmination of the total picture of HBCUs and focus specifically on the responsibilities and challenges of HBCU presidents.

EMERGENT THEMES

Mainstream Perspectives of Leadership and Management

Theories of Leadership, Vision and Management

"Leadership is the privilege to have the responsibility to direct the actions of others in carrying out the purposes of the organization, at varying levels of authority and with accountability for both successful and failed endeavors." (Roberts, 1991). Those words embody the core of what it means to be a leader or more specifically, a college president. Throughout the years there have been countless leadership styles and models which attempt to explain the formula for success as a leader. Many of these theories and styles are polar opposites. What is the formula for leadership? There are several ideologies and theories worth highlighting.

"Effective leaders do not make many decisions. They focus on important ones and ones that have impact on the larger aspects of the organization" (Lunenburg & Ornstein, 1996, p. 112). The inference is that a large amount of presidential decisions are delegated to other administrators. As it relates to a college president, it seems the administrators selected by the president to lead the major areas in the institution hold paramount responsibilities.

The idea of "transformational leadership" is also a recurrent theme in the literature. As a part of the Basic Systems Model, the leadership process has three simple steps. Input, the transformational process and output are the cogs in the machine of administrative success. (Lunenburg & Ornstein, 1996). The input is important because the president must recruit top-level administrators who understand the overall vision,

mission and goals of the institution. Once all the key figures are in place and a common understanding is conveyed, the transformational process can begin. The culture, decision making, structure and countless other areas will be affected by the transformational process. Then finally the output can be realized, or at the very least, rethinking the strategies and retooling them until they bring about the desired outcomes.

Power and influence are key components to the task of leadership. Quite simply, one must possess the power to impact the actions of others. A university president cannot oversee every single detail of his/her campus. Therefore, having the influence to shape the actions of others, even in his/her physical absence, is very important.

A president must not only possess power within the campus, but off the campus as well. "Anyone who isn't heard outside the campus isn't worth being heard inside." - Father Theodore M. Hesburgh (Fisher et al., 1984, p. 12). "To become influential, a president must be visible. To become visible, the president must be bold, which demands risking being controversial" (Fisher et al., 1984, p. 62). For presidents of HBCUs in particular, that can be critical. To be a power broker with legislators, policy makers, politicians, philanthropists and others who could benefit the institution, they must be visible and influential outside the campus.

A president's leadership style often clearly explains the manner in which they govern. There are several theories which highlight the various nuances leaders may exemplify. In the early 1900s researchers studying organizations began to focus on the roles of individuals within the organization. These researchers developed categories of behaviors for leadership. They used many terms identified by scientists studying

organizational development to define leadership styles. Those descriptive terms include: participative, human relations, authoritarian and laissez-faire (Edwards, 1999).

Among the most notable of such leadership theories is the Ohio State model. This model was basically broken into two parts, consideration and structure (Edwards, 1999, p. 64). Leaders who guided with consideration tended to be more people centered and strived to have a rapport with their staff. Those who lead by structure were more authoritarian in their governing of staff. Many of the attributes common to successful presidents mirror one of these styles of leadership. This reiterates the importance of power as a leader. The leader has the power to infuse personal style and preference in their governing manner, which will have some effect on the success of their leadership.

Along with the powers of leadership come the massive responsibilities. According to Robert DeBruyn (1976) there are three laws of leadership, which clearly highlight the great burden leaders must carry. The Law of Ever-Present Leadership states that there is never a void of leadership in any organization. If one does not provide the leadership, someone else will. Since the power structure of many institutions is two or threefold, the president must always maintain control or it can be easily shifted to another source.

Second is the Law of Total Responsibility. The head of the agency has the total responsibility for the agency and should never shift the blame for failures to others. This, according to DeBruyn, is key in institutional administration. The person who has the strength to accept both successes and failures is truly a "leader" in every sense of the word. Passing the blame during times of tribulation or embarrassment only serves as a

sign of weakness to all who serve under the president's charge. Therefore accepting total responsibility most often gains the respect of those who carry out the president's vision.

Last is the Law of Top-Down Management. This law simply states that the leader must have a vision for others to follow. These laws encourage a clear pattern of leadership and responsibility by those who by nature of their position, influence the actions of others.

The idea of a "vision" is the one recurring theme all literature seems to suggest is the key component of a true leader. What is vision? According to Starratt (1995), leadership involves a communal articulation of the vision that builds into a covenant, an articulation that captures the imagination and enthusiasm of the members, that encompasses their dreams and aspirations and bonds their large collective beliefs into common agreements and celebrations. "Leadership involves expressing the collective vision in institutional structures; institutionalizing the vision in the everyday life of the school; embedding the vision in the policies, programs and procedures that channel the everyday energies of people in a common effort." (p. 45)

The concept of "vision" is a central element of this study, because it is the vision of each president which fuels his or her actions in relation to institutional administration. Vision embraces an ideal, a dream that is grounded in those fundamental meanings and values that feed a sense of human fulfillment. The compelling power of leadership flows from a shared vision (Starratt, 1995, p. 40). Leadership and vision are integral to each other. The clear articulation of the vision is crucial to any institution.

It would appear that at the core of any successful president, there must be a vision which is clearly articulated to all others with a vested interest in the success of the

institution. There must also be the power and influence to persuade all under their charge to buy into the vision and incorporate that into every aspect of the culture of that campus. The literature seems to suggest there are actually attributes which accompany the vision and lead to success as an institutional leader.

Attributes of Successful Presidents

Are there specific traits which embody successful college presidents? Within the literature, there seems to be a consensus on the attributes which have been found in most successful presidents who have been studied. According to Fisher et al. (1988), there are 13 behaviors which the successful college leaders overwhelmingly exemplify, and which the less effective leaders lacked.

"Effective presidents are completely and unabashedly committed to what they do." (Fisher et al., 1988, p. 107) This trait is important as it relates to HBCU presidents because of the myths and misconceptions which often surround their institutions. They must exemplify pride and confidence in the institution which they are charged to lead. Most importantly they must have the belief that the students they serve are worthy and academically capable.

"Effective presidents focus on winning" (Fisher et al., 1988, p. 107). The question then becomes, what is the prize? If the goal is to win, there must be a prize at the end of the challenge. This lends itself to the idea that successful presidents are fierce competitors. Given all the challenges and difficulties on the path to a presidency, it stands to reason that these individuals would have a very competitive spirit.

"Effective presidents recognize that the job of being president is a tough one and that they cannot please all of the people all of the time" (Fisher et al., 1988, p.107).

Revisiting the Law of Total Responsibility, a president must take the accolades with the criticism. The hard decisions, particularly in the area of salaries or fiscal matters, must be made from the top. "HBCUs are consistently struggling with financial issues which generally always effect faculty and students, therefore the president must be comfortable with making hard decisions and be willing to make changes to correct bad choices" (Mays, 1971, p. 178).

"Effective presidents are thoughtful and deliberate in their decision-making, but they are not satisfied with the status quo" (Fisher et al., 1988, p. 107). This attribute is particularly poignant at this time given the change in technology. It is always very easy to do things as they have always been done. But at a time when competitive colleges are totally rewiring and revamping the way things are done, the presidents must rise to the occasion and rebuff the status quo. The culture of an HBCU and the office of president often follow a strict code of tradition and/or status quo. "It is a challenge to break those traditions and incorporate new ideas" (Yates & Roach, 2000, p. 19).

"Effective presidents believe in merit pay more strongly than the less successful presidents" (Fisher et al., 1988, p. 108). Pay for performance is a phrase which is ringing out across campuses nationwide. Given all the new technologies which faculty and staff must embrace and utilize, it seems to be the wise decision to encourage staff development with pay. This re-emphasizes the previous idea that an effective president must rebuff the status quo and competitively encourage advancement and innovation.

"Effective presidents recognize that it is quicker and wiser to go directly to the root of the problem or the source of information than it is to be encumbered by the bureaucracy" (Fisher et al., 1988, p. 108). This resonates with the idea of exemplifying both power and strength as a leader. The president should possess the ability to face any force or faction in order to achieve the necessary outcome. Eliminating extraneous hindrances is paramount when on the path of fulfilling their vision and mission of the institution.

"Effective presidents do not surround themselves with yes-people" (Fisher et al., 1988, p. 108). The mark of a wise leader is knowing their own strengths and weaknesses, then selecting support staff which complement both areas. Effective leaders obviously understand the importance of cognitive dissonance. Surrounding oneself with people who share your vision but also know when to speak up in constructive disagreement, is a mark of a person whose ego is not greater than their will to succeed.

"Effective presidents have a sense of humor" (Fisher et al., 1988, p. 108). If there truly is pride in the work you do, then there must be joy for the accomplishments, and humor is a part of that. Allowing others to see your casual or humorous side encourages them to let down their guard. The effective HBCU president understands that ruling with a constant iron fist will not encourage discretionary effort or bring out the best in those under their charge.

"Effective presidents are deeply concerned about the welfare of the individual" (Fisher et al., 1988, p. 108). Yes, a president oversees the entire administration of the institutions, but they also must contend with students and parents in their office with personal problems. Part of being a holistic leader is the ability to discern between the big

picture or just a segment of it, and being able to act accordingly. Good leaders understand that ignoring small problems could backfire in the long run.

"Effective presidents exercise a great deal of self-control in dealing with others" (Fisher et al., 1988, p. 109). "Everything you say, can and will be used against you," therefore a successful president knows when to speak or act, and when not to speak or act. Given the media frenzies that sometimes accompany campus challenges, it is imperative that the president exercises self-control. Keeping the upper hand in potentially volatile situations can save the president and institution much embarrassment.

"Effective presidents do not believe in close collegial relationships as strongly as less successful presidents" (Fisher et al., 1988, p. 110). It is difficult for a president to make the tough decisions and remain close friends with those who could be impacted. Therefore, the more successful presidents opt to keep campus relationships at a slight distance, to avoid awkwardness and hard feelings in the workplace.

"Effective presidents exude strength, confidence, intelligence, insightfulness and decisiveness" (Fisher et al., 1988, p. 110). This array of attributes falls directly in line with the idea of what leadership exemplifies. They are all interconnected pieces to the puzzle of success.

The last attribute of effective presidents according to Fisher et al. (1988) is that "effective presidents are not overly concerned about appearance." (p. 110) These individuals seem to realize that their ideas and actions are far more important than how they look or dress. In other words, their priorities are in line.

Overall effective governance requires leadership that possesses an understanding of and concern for the functioning of the whole institution, and is capable of making

boldly, promptly and conclusively decisions which are required to effectuate the goals of the whole institution (Corson, 1960). It is a holistic person which succeeds as the president of an institution. Not just elements of power and intellect, but also humanity and compassion drive the privileged few who successfully lead colleges and universities.

Dr. Benjamin Mays' opening quote alluded to the fact that the institution is the lengthened shadow of the president. After exploring what leadership, vision, and the attributes of a successful president entail, Dr. Mays was clearly correct that given such attributes, the institution is most definitely the lengthened shadow of the person at the helm of the institution.

Historical and Contemporary Perspectives of HBCUs

Origin and History

HBCUs derived from very humble, noble beginnings. "In 1860 there were approximately 4 million Black slaves and 27 million Whites in the U.S. Ninety-two percent of Blacks resided in the South, alongside 8 million Whites. Blacks, with few exceptions, were restricted by law from obtaining a college education in the South and by social custom elsewhere in the U.S." (Murty & Roebuck, 1993, p. 21). But such obstacles did not hinder the birth of the first Black schools.

"The first African schools (based in churches) were located in Richmond, VA as early as 1781" (Murty & Roebuck, 1993, p. 21). Many of these church related schools, as well as literary societies, fraternal organizations and lending libraries, were supported by occasional aid from White churches; Black and White personal donations; and funds

raised at Black bazaars, fairs, plays, lectures, church suppers, and church parades. But the chief supporters were Black (Murty & Roebuck, 1993).

"It was very difficult for many of these first schools to grow, as Whites in the North were still concerned that educating Blacks was illegal in the South" (Bowles et al., 1971, p. 67). Free and educated Blacks posed a threat to Whites, which was the basis for legally sanctioned illiteracy of Blacks in the South. According to Murty & Roebuck, (1993) the rationale for not educating Blacks rested on two contradictory tenets: (1) Blacks are basically intellectually inferior and (2) Educated Blacks will "get out of their place" and inevitably compete with Whites in economic, political and sexual spheres. (p.23)

As a result of such ideas, the stereotypes and myths about HBCUs are still perpetuated against these institutions today. But in spite of those tenets, HBCUs were born nationwide. The first HBCU on record was Cheyney University founded in 1837. It was founded by a Quaker philanthropist from Philadelphia. Cheyney began as the Institute for Colored Youth to counter the prevailing practice of limiting or prohibiting the education of Blacks. The institute started out as a high school but began offering degrees in the 1930s (Suggs 2, 2000).

In the following years, the government and private organizations created entities which paved the way for many of the HBCUs today. The Freedman's Bureau was established in 1865 by the federal government as an agency for the relief of freedmen, poor Whites and refugees (Goodwin, 1974). The bureau did not operate schools directly but coordinated and financed schools in cooperation with the educational activities of Northern missionary societies (Murty & Roebuck, 1993).

By 1869, nearly 3,000 schools serving over 150,000 students, reported to the Freedman's Bureau. The Bureau and the freedmen themselves laid the foundation for the major Black colleges and universities, such as Fisk, Morehouse and Dillard (Murty & Roebuck, 1993, p. 25). The Freedman's Bureau was followed by few other important milestones in the history of HBCUs, both were actions taken by the federal government.

On June 2, 1862 the first land-grant college provisions, known as the First Morrill Act was enacted by Congress (Suggs 2, 2000). The first act provided land in each state for the establishment of land-grant colleges to study agriculture, industry and mechanical arts. The Second Morrill Act of 1890, provided funds for Black schools, where they could also study agriculture, industry and mechanical arts (Freeman, 1998, p. 86). Given those parameters, many of the Land Grant HBCUs today still bear the suffix A and M, meaning agriculture and mechanical schools. The seventeen state HBCUs which were created as a result of the Morrill Acts were known as the 1890 schools (Project Innovation, 1996).

Even prior to the Emancipation Proclamation issued by President Lincoln, which theoretically brought an end to slavery, there were 5 HBCUs in existence. The five oldest HBCUs are as follows: Cheyney University of Pennsylvania (1837), Lincoln University of Pennsylvania (1854), Wilberforce University (1856), Harris-Stowe State College (1857) and LeMoyne-Owen College (1862) (Lawrence, 1999). As a result of the path laid by these and other church based schools, there are now over 100 HBCUs, spanning 26 states and the U.S. Virgin Islands. A complete list of HBCUs can be found in Appendix F.

Myths and Misconceptions

Much has been written about the shortcomings of HBCUs, which is often cloaked in myths and misconceptions. Given the humble beginnings of such institutions, it is important to clarify and correct the inaccuracies which haunt many HBCUs to this day. Unfortunately many of these myths find their roots in the racial history of this country (LeMelle, 1969). Every deficiency from mental inferiority of students to cultural overrepresentation, have been attributed to Blacks in Higher Education (Sowell, 1972).

According to Bowles and DeCosta (1971), the fact that HBCUs have been characterized as inferior by Whites has not been a matter of concern, because Blacks have viewed such comments as prejudiced and irrelevant criticism. They go on to cite the stereotypes stating that, "Negro education through White eyes is cast in antique mold, inadequate, defensive, perpetuating a tragic cycle of poor pupils in poor schools, trained by poor teachers to become in their turn poor teachers of the other poor pupils in other poor schools." (p. 36)

Ironically, even contemporary literature highlights the exact same issues as earlier scholars, concerning the myths surrounding HBCUs. Pouncey (1993) asserts that it is always interesting that Black institutions are charged with practicing racial exclusivity while White institutions such as Brigham Young and Brandies are charged with religious exclusion. According to Murty & Roebuck (1993), while Blacks and Whites agree that HBCUs have proven themselves useful, they are now viewed by many Whites and some Blacks as ineffective and dispensable institutions that do not meet the academic levels of White institutions.

The perceived shortcomings of Black colleges are the result of a social order in which the higher education of Blacks has been historically constrained. Consequently, Black institutions are viewed as nothing more than second and third class imitations of their White counterparts (Murty & Roebuck, 1993).

But not all Blacks are monolithic on their perception of HBCUs. According to Thomas Sowell (1972, p. 255), "bitter pictures of life at Negro colleges have been painted by such Black writers as W.E.B. DuBois, E. Franklin Frazier and Ralph Ellison". Sowell, a Black academic and columnist, expressed stereotypical sentiments by writing, "There is simply no point in talking nonsense about the quality of Negro colleges. None of them ranks with a decent state university, and it is a farce to talk of them in the same breath with any of the schools we normally think of as among the leading academic institutions" (1972, p. 255).

One area mentioned by Sowell, which could be arguable even today, is the myth that the faculty at HBCUs is inadequate. He attributes the high turnover rate as evidence that HBCUs failure to keep good people is the root of the faculty turnover (Sowell, 1972). These challenges that shape the external perceptions of their institutions, fall at the feet of the lead administrator, the HBCU President. The president plays a massive role in determining the approach and/or remedy to these long held stereotypes. While some have merit, most are rooted in the history of racial discrimination in this country.

Profile of HBCUs

According to the Digest of Education Statistics (1998), there are approximately 97 four year HBCUs in the U.S., including the U.S. Virgin Islands. The total number of

HBCUs often fluctuates within the literature between 104 and 117. The disparity exists because many schools that were previously predominantly White. These schools, though they do not share the historical legacy that HBCUs share, are committed to meeting the needs of Black majority student populations. It should be noted that the definitive listing of HBCUs for this research was obtained from the National Center for Educational Statistics. A total list of four year HBCUs can be found in Appendix F. The list of HBCUs highlights the following details: School name, web address (if available), phone number, year founded, presidents name, enrollment figures, highest degree offered, control status (public or private), religious affiliation (if applicable), land grant status (if applicable) and UNCF institutions.

Among the four-year HBCUs (97 total), there are 54 private and 43 public institutions. Twenty-two of the HBCUs are land grant institutions. These institutions were established as the result of the First and Second Morrill Act. All the land grant institutions are public with the exception of Tuskegee, which is private (National Center for Educational Statistics, 2000 and Roscoe, 1989). Most private HBCUs are affiliated with the United Methodist Church. A myriad of other denominations are represented including Baptist, Church of Christ, Protestant, Interdenominational, Seventh Day Adventist, Presbyterian and Episcopal.

Southern University (Baton Rouge, LA), is both the largest HBCU overall and the largest public HBCU, with well over 10,000 students. Howard University (Washington, D.C.) is the largest private HBCU, also with over 10,000 students. Cheyney University (Cheyney, PA), which is the oldest, is also the smallest public HBCU, with approximately 1,300 students. Selma University (Selma, AL) is the smallest private

HBCU with approximately 100 students. The University of the District of Columbia which was founded in 1976 is the youngest HBCU.

There are only three existing single gender HBCUs. Spelman College and Bennett College are all female and Morehouse College is all male. Spelman College and Morehouse College are both members of the largest consortium of Black Colleges worldwide, the Atlanta University Center. This consortium is home to Clark Atlanta University, Interdenominational Theological Center, Morehouse College, Morehouse School of Medicine, Morris Brown College and Spelman College.

Many of the HBCUs have grown to include graduate programs. Among the 97 four year HBCUs, 47 have graduate programs offering at least Master's degrees. Eighteen HBCUs offer Doctorates. Three offer First Professional Degrees in Theology. Four offer First Professional Degrees in Medicine. Four offer First Professional Degrees in Law. One (Tuskegee) offers a First Professional Degree in Veterinary Medicine. And five HBCUs offer First Professional Degrees in Pharmacy.

Finally, the only HBCU which exists outside the United States is the University of the Virgin Islands. This institution also happens to be a land grant university, and prides itself on being American with a Caribbean flair (www.uvi.edu). The overwhelming majority of HBCUs in the United States can be found in clusters in the south, southeast and northeast, mirroring the living and migration patterns of Blacks in this country.

Overall the history of the HBCU spans well over 150 years. Within that time period such institutions metamorphasized and grew. As much as they are alike in purpose, they are very different in size, geographical location, student demographic and culture. (Bowman, 1992)

Black College Student Profile

The HBCU president has one entity which is always the main priority, their students. Recruitment and retention are of paramount importance because in the final analysis the student is the client and the administration is there to serve them, with the president at the helm. Therefore it is important to understand the HBCU student.

Some HBCUs have the luxury of having more students apply than they can accept, however for many of the HBCUs it is a contest to attract the best and the brightest, yet still remain true to their historical mission.

The landscape has changed over the years and there are currently more Black students in college than at any other time in history (NCES, 1999). The most recent research on Blacks in Higher Education shows a dramatic change in Black educational advances in the past two decades (Patterson Research Institute, 1999). According to the study, region is playing a large role in the advancement of Black students who attend college and graduate. It is little wonder why the South, which is the home of the majority of HBCUs, is leading in enrollment and matriculation of Black college students.

According to The Patterson Research Institute (1999), over the past two decades the number of Black undergraduates attending four-year colleges and universities has increased at a faster rate than the number of White undergraduates (37% versus 4%). In 1996, Blacks represented 10.7% of all undergraduates in the nation at four-year colleges and universities. Black student enrollment at HBCUs has also increased over the past decade by 9%; more specifically it increased by 7% at public HBCUs and by 14% at private HBCUs (Patterson Research Institute, 1999). The vision of the president plays a massive role in recruitment, as evidenced by Dr. Frederick Humphries of Florida A&M

University, which boasts more National Merit Scholars than any other institution in the nation (Suggs1, 1999). According to Dr. Humphries, " We make them an offer they simply can't refuse. Not one of the Ivy League colleges and few of the other prestigious colleges and universities offer merit-based financial aid." (Suggs 1, 1999)

Women are responsible for nearly all of the growth in enrollment at HBCUs. Over the past two decades, female enrollment at HBCUs increased 42% whereas the enrollment of men only increased by 10%. Today women make up almost 60% of all students at HBCUs (Ethnic News Watch 2, 1999).

Racial diversity at HBCUs is a growing phenomenon; as a result, a few HBCUs are no longer predominantly Black institutions. Nationwide, White enrollments at HBCUs have risen to above 11%, while Black enrollment at predominantly White institutions has only reached 6%. The issue of affirmative action is partly responsible for the shift in ethnic groups at HBCUs and Predominantly White Colleges and Universities.

Graduation Rates and Degree's Conferred

Just how many Black students graduate? Most recent statistics state that 40% of all Black college students actually make it to graduation (Duchesne, 1997). Not all schools report their graduation rate statistics, however according to the available reported information, Spelman College and Hampton University seem to have the highest rates of graduation among HBCUs at 77% and 78% respectively.

On the other end of the spectrum with a very low graduation rate is Texas Southern University with only 11%. Another school which seems to be struggling with low rates is Miles College at 9%. Again, the literature often cites these statistics without

highlighting a few very noteworthy issues which affect the outcome of graduation rates at HBCUs (Ethnic News Watch 2, 1997). Such issues to consider include socio-economic status as it relates to financing a college education and insufficient first year student support at HBCUs.

In the area of degree's conferred to Black students, it is statistically listed in two segments. The first segment highlights all degrees conferred to Black students regardless of institution type, the second segment highlights degrees conferred specifically at HBCUs to Black students (Patterson Research Institute, 1999).

Blacks received 49,204 or 9.2% of all Associates Degrees in 1997. HBCUs accounted for 1,778 of those Associates Degrees issued specifically to Black students in 1997. Nationally, the number of Associates degrees has increased by 48% in the past 2 decades. However, Blacks are still underrepresented among Associate Degree recipients. The number of Associates Degrees awarded by HBCUs declined by 34%, and that decline is seen mostly at the private HBCUs in the South (Patterson Research Institute, 1999).

In the area of Bachelors degrees, Blacks received 7.7% of all degrees conferred in 1997. HBCUs accounted for 25,168 degrees conferred to Black students in that same time period. Overall there has been a 20% increase over the past two decades in the number of Bachelors degrees conferred at HBCUs to Black students. Ironically, in the South the number of degrees conferred increased in both the public and private HBCUs, but in the Northeast, the number of degrees conferred declined in the public HBCU but increased in the private HBCU. It was noted that Blacks who receive their Bachelors degree from an HBCU appear to be more likely than other Black Bachelor degree

recipients to enroll in graduate or professional school, 19% versus 14% (Patterson Research Institute, 1999).

In 1996, Blacks received 24,552 or 6.0% of the 407,123 Masters degrees which were awarded nationwide. HBCUs accounted for 4,205 of the total Masters degrees conferred upon Black students. This represents a 17% increase over a 20-year period. Impressively, the South saw an increase of 83% in the number of Masters degrees conferred to Black students. However, Blacks are clearly still underrepresented among Masters degree recipients (Patterson Research Institute, 1999).

The number of doctoral degrees conferred to Blacks has also increased. Blacks received 1,569 doctoral degrees or 3.5% of the 44,672 degrees awarded nationwide. However, in 1997 only 155 of those degrees were issued at HBCUs. More than one half of all Black doctorates were awarded in the South, that is an increase of 65% over the past two decades (Patterson Research Institute, 1999).

Finally, 4,905 first-professional degrees were awarded to Blacks. That represents 6.4% of the total 170,738 awarded nationwide. HBCUs accounted for 885 of the first-professional degrees conferred upon Black students in 1997 (Patterson Research Institute, 1999).

Overall great strides have been made among Black students in the quest for attaining a college education in the past twenty years. However, as vividly illustrated in the statistics, there is still a great disparity between Blacks and Whites in the number of degrees awarded in each degree area. Many factors play a role in the wide margin between ethnic groups in terms of educational attainment and some of those factors will be highlighted in the next section of the review of literature.

Overview of Issues Concerning HBCUs

In the past decade, HBCUs have not only faced many of the same challenges which have been present since their inception, but they now have a new host of concerns which they must address. Many of these concerns are unique to only the HBCU environment and reflect the change in the landscape of education and the technology age. For example, the question "Are HBCUs still needed in today's society?" is constantly being examined. Given the kinds of struggles unique to HBCUs and the current political climate, many of the issues highlighted in this section stem from that very question.

Financial

Who should support our HBCUs? Government, the private business sector, philanthropists, alumni and students are all viable sources for support to colleges and universities. But in reality, for public HBCUs the bulk of the funding comes from the government and for private HBCUs it comes from tuition and philanthropists (Ethnic News Watch 16, 1997).

Each of the states, which are home to public HBCUs, must determine what their priorities are for funding. Generally, where states have failed in relative terms to financially support HBCUs, the federal government has compensated. Among the seven states (Alabama, Louisiana, Mississippi, Ohio, South Carolina, Tennessee and Virginia) that provide below-average state appropriated support, five (Alabama, Louisiana, Mississippi, South Carolina and Tennessee) receive above-average federal support (Ethnic News Watch 9, 1997). So politics and policy play a great role in the amount of

funding a public HBCU can receive. However, there are slightly more private HBCUs than public HBCUs, as evidenced in Appendix F.

For private HBCUs, the funding process is a bit different. Fundraising is a critical activity for all universities. The United Negro College fund exclusively supports private HBCUs. To make up for the shortfall of funds to private HBCUs, institutions are constantly identifying potential donors and supporters (Philip, 1999). According to Dr. William Harvey, president of Hampton University, "You have to treat education like a business." (Philip, 1999) Given that his institution has the third largest endowment of all HBCUs, his advice has merit. However, many will argue that colleges are institutions of higher learning, not businesses. (Philip, 1999)

Policies (Affirmative Action and Open Admissions)

Admission policies are the first hurdle to any aspiring student's dream of attaining a college degree. This process can either open the door to a student's future or restrict their ability to achieve in a highly competitive world. As it relates to minority students, it is even more imperative that they hold a degree or degrees in their field of choice to equal the opportunities for success (Bok, 1998). Admission policies around the country are currently in a state of flux at American universities. The constitutional challenges to affirmative action policies have placed majority institutions in a precarious situation. The effort to repeal affirmative action laws is essentially turning back the clock for minority students as they try to enter many of the nations top institutions. Therefore it is important to examine the historical impact of affirmative action policies and the contemporary challenges that have significantly altered their use in the admissions process.

Given that Colleges and Universities are under no uniform federal guidelines, other than the law of Affirmative Action 1961 and the Civil Rights Act of 1964 there is no set law these institutions must abide by as it relates to student admissions (Lawcrawler.com, 1999). Private institutions operate very differently than public ones because they accept less government funding and as a result have more autonomy over their operations. Therefore one single law, statute or policy cannot be cited in this paper, however, examples of two common admission strategies will be examined.

Prior to the tumultuous 1960s, Black students in the South were legally prohibited from attending predominantly White public and private colleges and universities. It took a sustained effort with the aid of the federal government to force schools to allow minority students admission. In 1961, James Meredith integrated Ole Miss with the help of the National Guard. This incident highlighted the refusal of southern schools to include minorities in their campus tapestry. Governor Ross Barnett trumpeted the states right to deny Meredith admission to the school based solely on his ethnicity. Two years later in 1963, Governor George Wallace was ordered by federal court to admit Black students to the University of Alabama (Stewart, 1996). These incredible, life-threatening incidents illustrate the idea that without federal intervention, many of these institutions would never have admitted Black students. In the light of the political climates in some states, colleges and universities were forced to desegregate. Consequently by the late 1960s, institutions previously unavailable to Blacks were recruiting Black students. This created challenges for HBCUs that had enjoyed a stable applicant pool.

Private institutions have more autonomy in the policies of their institution because they receive less funding from the federal government. Therefore these schools can

restrict on the basis of gender, religious affiliations, etc. Their admission policies are based on that schools defined set of values, beliefs and political affiliations, and less on government guidelines. But because these schools are still "businesses" they must adhere to a few federal guidelines that apply to all businesses private or public.

Public institutions which are funded by the state are held directly responsible to follow state and federal guidelines on their admissions policies. They have no ability to restrict on the basis of gender or religious affiliation because the schools are funded by public monies. It would then take a state action to alter the admissions policy and guidelines and not simply the whim of the schools governing body.

Many HBCUs have an open admissions policy which will accept all students, even those who fair poorly on standardized tests. These schools generally have developmental classes which aid students in strengthening their weak subjects and prepare them for the advanced curriculum of their various majors. Very little about the academic personal background of the student is taken into account in an open admissions situation. The antithesis of that is the restricted policy of admissions. However, schools with such a policy do not use that term. Such schools have a laundry list of requirements a student must meet, some which are directly related with the student in a personal nature and are highly qualitative. This leaves room to deny students on various abstract levels which have nothing to do with their academic aptitude, yet are not easily questioned if students have objections to being denied acceptance. Such examples could be the kinds of activities students engage in during the summer break. Students from economically challenged areas may not have the same access to activities which make a college application stand out to an admissions officer. (Suggs 5, 1999)

The endless numbers of negative statistics which are attached to the nations public schools, in many ways hinder Black students who wish to attend college. Since most Black children come from the public school system, it is assumed that they will be inadequately prepared to enter college and will not meet the standards. Many of the institutions with restricted admissions policies ask questions that elicit answers that reveal socio-economic status, background of parents, etc.

In 1961 under the leadership of President John F. Kennedy, Executive Order 10952 or Affirmative Action was issued. The order created the EEOC and directed contractors on projects financed with federal funds to take affirmative action to ensure that applicants are employed and employees are treated during their employment, without regard to race, creed, color or national origin. (AUAA, 1997). This set the stage for the battles to come that year and years shortly after at colleges and universities all across the country.

Civil Rights Act Of 1964, Title VI, Sec. 601

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance. (Lawcrawler.com 1999).

The Civil Rights Act of 1964 very clearly states that schools receiving federal funding cannot discriminate against students on various grounds. With those two federal

actions in place, schools across the country had to revamp their admissions policies, even if only in print. Just as there is no set provision specifically for education in the constitution, there are no specific federal laws regulating higher education. However, as these institutions are multi million dollar businesses, many of which thrive on government funding, they must adhere to the federal laws regulating private and public businesses.

The political arguments, which rest on either side of affirmative action in higher education, revolve around the idea that inferior students should not be admitted solely because of their ethnicity or other defining variables. This argument is a serious "red herring." The argument is a generalization of the competencies of Black students that cannot be substantiated.

The real issue concerning affirmative action is the examination of the pool of applicants from which to choose. If a school were indeed concerned with having a diverse student body filled with the best and brightest, their applicant pool would reflect that. Especially given their many criteria for acceptance, most of which are qualitative not quantitative. In that light, there are several theorists who make interesting points on either side of the argument.

According to Cross (1994), "At most selective academic institutions a huge percentage, perhaps 95% or more, of Blacks who were admitted since 1960 were admitted with some benefit of affirmative action policies. This means that under a pure academic merit admission system it is probable that since 1960 up to 50,000 African Americans would have been denied admission to the most highly rated colleges and professional schools. If efforts to overturn the admission benefits of Blacks succeed, tens

of thousands of Black students over the next decade will be denied admission to the most selective colleges, universities and professional schools (Cross, 1994)."

The scapegoating of Blacks also reaches into higher education. For example, it is often said by responsible scholars and others that the admission of more blacks into college, beginning in the 1960's, has been responsible for the precipitous decline in SAT scores of college bound students since that time. Yet two of the most respected conservative and scholarly commentators on racial and educational issues have developed powerful statistical data to demonstrate almost conclusively that race cannot explain the 50-point decline in overall national SAT scores that has occurred between 1963 and 1991 (Cross, 1994).

The importance of access to information is stress is key in student success; Gonzales makes a very interesting point concerning this issue. African American students will be less likely to know about the new matriculation plan requirements or to have the skills to prepare the necessary statement of intention. It is the early bird that catches the worm and unfortunately in minority communities we are the last to know. We often get the information secondhand (Gonzalez, 1994).

It is important for all students to be exposed to education in a multicultural educational setting. Taking race into account, as one factor among many, has allowed these colleges to choose individuals of high potential, enhance education for all students by creating diversity on campus and fulfill a broader societal need by educating a group of minority students who are becoming leaders in every walk of life (Bowen & Bok, 1998). There are a myriad of opinions and thoughts which surround Black students and their right to be admitted to predominantly white institutions of higher learning. Given the firestorm that surrounds this issue, it is no wonder large numbers of Black students are simply opting to attend HBCUs and avoid the ambiguity of admission policies at predominantly white schools.

Changing Landscape

All colleges and universities are going through a growth and alteration period. As a result of rising tuition, affirmative action repeals in higher education and the race to technological inclusion, many Black institutions have a new landscape. One very controversial area which is gaining the attention of many is the changing racial demographic of HBCUs. There are two HBCUs which are no longer predominantly Black. Lincoln University at Missouri and Bluefield State College have student bodies which are 70% and 90% White respectively. White students and parents are discovering what African Americans have known for decades; many historically Black colleges offer a quality education for about half the price (Drummond, 2000). Due to the court ordered desegregation at many HBCUs, White students are now offered scholarships and other incentives to attend predominantly Black schools. So many HBCUs are now faced with a new segment of students to serve (Suggs 5, 1999). Who will win the race to be "most wired" among HBCUs? That has become a new goal among Black colleges. In order to attract the best and brightest students, one must have access to technology, not to mention programs which teach and facilitate the technological infusion.

According to a study of all U.S. colleges and universities, conducted by Yahoo, at HBCUs 12.5% of students and 71% of faculty members had personal computers. In contrast, 75% of students and 100% of faculty have PC's at predominantly White "most wired" institutions. Only about 63% of the buildings at HBCUs were wired and only 10% of the classes used email or internet (Atlanta Journal Constitution, 1999). Those

statistics speak volumes about the need for presidents of HBCUs to have technology as a large component in their vision.

The final area, which solidifies this entire review of literature, reemphasizes the initial point; presidents must reinvent their mission to accommodate an ever-changing landscape. According to Suggs 4 (1999), Black colleges must reinvent their missions and ask how they are preparing for the 21st century. Learning a whole new language and way of conducting business is crucial to success in the age of technology. Schools which traditionally have problems with financial aid, registration and such, are now being forced to implement computer-based programs. This provides a massive challenge for the leader. The vision of the president is crucial to the entire university's openness to accepting and utilizing technology as standard operating procedure. His or her vision will determine how the administrative staff and faculty embrace the changes and infuse them into the learning environment. Therefore, in a changing landscape it is imperative to reinvent the mission and vision to reflect growth.

Historic and Contemporary Challenges

What is the purpose of an HBCU? This question is still being entertained, even after 150 plus years in existence. Often the worth of "niche" institutions are questioned, but none to the degree of the HBCU. This specific topic ties into the area of myths and misconceptions. Given the negative stereotypes about HBCUs since their creation, many have questioned the purpose or viability of these institutions. This directly affects the task of the president and their ability to carry out their duties.

Another area which has caused the viability of HBCUs to be questioned is the curriculum. What should be taught and how much should culture play into that decision? Bowles and DeCosta (1971, p. 58) remarked on being at Texas Southern University at a Black arts symposium, "listening to a speaker sarcastically say that now since Harvard had decided to establish a Black studies program, Black schools might establish one." The statement is profound because it suggests that Black schools are afraid to embrace a curriculum examining their own culture. Carter G. Woodson, in his book The Mis-Education of the Negro, profoundly expressed his concern of not only the purpose of HBCUs but also the curriculum, direction and responsibility to the community. He angrily states, "If these institutions are to be the replica of universities like Harvard, Yale, Columbia and Chicago, if the men who are to administer them and teach in them are to be the products of roll-top desk theorists who have never touched the life of the Negro, the money thus invested will be just as profitably spent if it is used to buy peanuts to throw at the animals in the circus." (1933, p. 22).

The last argument concerning the purpose of HBCUs is that of its cultural utility. Should HBCUs be the mirror image of Predominantly White Institutions, or should they embrace their cultural heritage regardless of public perception/opinion? Pouncey (1993) makes a good point concerning the cultural backlash of HBCUs. He asserts that the essential premise that somehow a college that is rooted in Black cultural tradition is outside the American higher education arena ignores the fact that Notre Dame is a historically Catholic university, that Brandeis is historically Jewish and that Brigham Young is historically Mormon. Presidents of HBCUs must struggle with the issue of uniqueness in their approach to institutional administration. The challenge is to embrace

the cultural legacy of their institutions while insisting on the value of their institution to the larger society.

HBCU Presidents and Associated Issues

Profile of Current HBCU Presidents

According to the Digest of Educational Statistics (1998), there are 97 four year HBCU Presidents. Of the listed four-year HBCU presidents, 45 provided personal profiles highlighting their backgrounds and administrative ascendancy. An analysis of the information revealed the following pattern relative to gender, tenure in office, institutional familiarity, previous administration experience, private versus public sector and faculty experience.

Appendix C lists profile information which will be referred to throughout this section. After analysis and synchronization of several data banks, a profile of HBCU presidents was created and highlights the backgrounds of almost half of the total population of HBCU presidents at four-year institutions.

Gender was the most obvious attribute to discern among the entire group. Women were sorely underrepresented in the total number of four-year presidents. There are only 15 women, compared to 82 men who lead HBCUs. The phenomenon of female HBCU presidents will be highlighted further in this section.

According to the 45 presidents whose personal profiles are public record, there are some interesting points which should be noted. First, an overwhelming majority are currently serving in their first presidency. Thirty-four of the 45 are first time presidents; the remaining presidents have served at multiple institutions.

Institutional familiarity also seemed to be a factor for some of these presidents as 10 of them preside over their own alma mater. Also, the majority of those profiled served in some kind of administrative capacity before assuming the role of president. Almost half of the 45 presidents worked in the private sector, which supports the contention that those tapped for the highest office are being recruited from non-traditional environments (Appendix C).

Another interesting aspect of the ascendancy pattern is that only half of the profiled group has ever served in a professorship. This plays an important role in the debate over which is the best path to the office of president. The presidents who are publicly profiled come from a myriad of academic disciplines. The majority listed come from the area of educational administration, followed by law and then business.

Some of the noteworthy posts held prior to the tenure of some HBCU presidents are minister, military personnel, C.E.O., medical doctor and TV host (Ebony Magazine, 2000). So it appears that the traditional cloth, from which HBCU presidents of old were cut, is diversifying with the changing times and needs of the contemporary HBCU.

Historical Viewpoints of Presidents Past

HBCUs would clearly not have the legacy they enjoy today, were it not for the outstanding leadership of the pioneering HBCU presidents. "The emergence of Black colleges, like White ones, depended upon the leadership of strong executives such as Samuel Chapman Armstrong (Hampton), Booker T. Washington (Tuskegee), John Hope (Morehouse), Mordecai Johnson (Howard), Charles Wesley (Fisk) and Thomas Elsa Jones (Fisk), two of whom were White" (Garibaldi, 1984, p. 275).

During tumultuous times, overwhelmed by civil rights issues, equity and equality concerns and the hurdles of being Black in America, strong leaders emerged. Samuel Chapman Armstrong, founding White president of Hampton Institute in 1869, or Booker T. Washington, president of the Tuskegee Institute, established in 1881, were real life prototypes of the early presidents of Black colleges (Garibaldi, 1984, p. 275).

Many of these early HBCU presidents had hard ideological choices to make. Ideology determined the path a president would take with regard to vision and institutional administration. One of the most memorable ideological disputes was centered around Booker T. Washington's famous speech at the Cotton States and International Exposition, September 18, 1895, which touched a nerve with Whites and instantly alienated some Blacks. He proposed that Blacks learn agriculture, mechanics, commerce, domestic service and professions. Washington also warned that Blacks had to begin at the bottom and not at the top. Washington remarked in his speech, "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress" (Fleming, 1976, p. 62).

When Washington finished his speech, many felt he had accepted a subordinate position for Black people in Southern society. Given the fact that he had risen to prominence among Whites and the fact that his ideology would permeate Black college culture, enraged many in the Black community (Fleming, 1976). Race played such an important part in the role of the pioneering HBCU presidents because they were not just seen as leaders of their institution, but also leaders of the community. Their beliefs, actions and values did impact the lives of many people. There seemed to be a constant struggle between what direction was best for the individual success of each student and

what direction was best for the community at large. Samuel Proctor DeWitt, who was a distinguished president at North Carolina A&T, felt that those who are born to privilege have the responsibility to help those who are not. "DeWitt was equally critical of White racism and Black separatism; such beliefs guided his actions as he directed an HBCU" (Proctor, 1995, p. 85).

In 1960, Black college presidents found themselves in the eye of the hurricane. Proctor (1995) recalls how many of the presidents were at a luncheon in 1960, when one of the presidents received a call that 250 of his students were in jail, and within minutes every president there had a similar call. The sit-in movement had begun. Many of the HBCU presidents past could not possibly keep the ills of the world from entering the doors of their institution.

Another issue which was quite controversial in the 60's and recalled by Samuel Proctor (1995), was that of the issue of color among Blacks leaders, specifically HBCU presidents. He states that until very recently, Blacks tended to choose fair-skinned leaders with White features, a practice which stemmed from a long history of giving special advantages to the "Black" offsprings of the slave masters. As a result these were among the first to receive college educations and other benefits. He recalls that up until 1964 when he was president of North Carolina A&T University, most Black college presidents were still fair skinned and it was not until the Civil Rights Movement that we began to put this particular form of self-discrimination behind us (Proctor, 1995).

Another distinguished HBCU president was Benjamin E. Mays of Morehouse College. Dr. Mays had firm beliefs about how an institution should be properly run and the importance of the vision and legacy of his institution. One of his top priorities was

that of a strong faculty. Mays said, "A college is no stronger than its faculty. I give first priority to securing and maintaining able teachers." (Mays, 1971, p. 181).

Mays also had strong philosophies about race relations, particularly on campus. During his administration many of the faculty were Southern White men and women. He believed that it is good to bring together Southern White teachers and Black students, in an attempt to bridge the span between them (Mays, 1971, p. 178). According to Dr. Mays (1971), "To be president of a college and White is no bed of roses. To be president of a college and Black is almost a bed of thorns." He goes on to state that, "The president of a Negro college is almost daily confronted by stumbling blocks, hurdles and personal embarrassments that rarely, if ever, clutter the path of his White counterparts." (p. 196) Clearly he felt a massive difference in the tasks and responsibilities of HBCU presidents versus presidents of White institutions.

Fundraising

For any institution to function, funding must be a priority. According to Dr. Benjamin E. Mays (1971), "the ever-present necessity of raising funds is particularly difficult for the Negro college, since money owned and controlled by Whites flows more freely and more abundantly from White to White than it does from White to Black." (p. 317)

Garibaldi (1984) suggests that present Black leadership must begin to take effective measures to assure proportional funding from foundations and the federal government. Black colleges receive less than two percent of all the foundation money

that is dispensed and only a very small percentage of the total amount of monies given to colleges and universities by the federal government. (p. 283)

Dr. Cordell Wynn, president of Stillman College, also reiterates the problem surrounding fundraising and foundations as it relates to Black colleges. According to Dr. Wynn (Yates & Roach, 2000), foundations are more conservative in supporting historically Black institutions than they were a decade ago. That sentiment was also shared by Yates and Roach (2000) "We are having to justify in a more intense way the existence of our colleges and universities, and the fact that we serve a special group of students for very special reasons. She remarks that other types of institutions are not placed through such scrutiny." (p. 19).

Presidents of private HBCUs have an even more difficult task than that of their public counterparts. A president of an independent college, far more so than the president of a state-assisted college, has to be an effective fund-raiser, possessing all those intangible skills that increase the flow of private gifts and grants to the university. The college president, especially at a state-assisted institution, will also need to be effective in federal and/or state government circles to ensure that the political and bureaucratic decisions made are beneficial, or at least not detrimental to their institutions of higher education.

One of the organizations which has played a long-standing role in financially assisting private HBCUs is the United Negro College Fund. Dr. Frederick D. Patterson, the third president of the Tuskegee Institute, urged that the Black private colleges pool their resources and make a united appeal to the national consciousness. "The resulting United Negro College Fund conducted its first campaign in 1944 with twenty-seven

participating colleges and universities" (Murty & Roebuck, 1993, p. 33). The HBCU college president who has garnered the largest one time gift to any HBCU is Dr. Johnetta B. Cole, the former president of Spelman College. Her alliance with philanthropists Dr.'s Bill and Camille Cosby, aided Spelman in receiving a gift of \$20 million dollars (Philip, 1999).

Challenges of HBCU Presidents

HBCU presidents of the past and the present have been very outspoken about their unique challenges. Issues, such as proving institutional worthiness as it relates to fundraising, are a recurrent theme in the literature about Black presidential tenure, (Mays, 1971). According to Yates and Roach (2000, p. 18), Black private schools traditionally sport a more politicized environment than their public counterparts. It has been observed that at Black private colleges, presidents have shorter tenures than presidents at public Black colleges (Yates & Roach, 2000 and Butler, 1977).

Some argue this is true because public Black colleges tend to be governed by either state higher education boards or boards whose members are geographically dispersed. Consequently, their presidents operate with a considerable independence (Yates & Roach, 2000). But the challenges do not stop there. Each president brings a specialized knowledge and given the path of the institution at a given time, another area of specialization may be the goal of the institution. Some presidents are very good in developing faculty and new curriculums. Some have great public relation skills in the community (Yates & Roach, 2000).

As mentioned previously, there was not only a skin color issue among those tapped to be Black college presidents, but there is also the gender issue. Black colleges used to have their own old boys clubs, where presidents came from insular worlds. "One Black college president recalled how he was made to feel unwelcome at a conference, because he was a northerner and had not attended a historically Black institution" (Yates & Roach, 2000, p. 19). However, that attitude is seemingly changing due to the fact that HBCUs now recruit their top administrators from all over and from predominantly White institutions as well.

Another challenge for HBCU presidents is the readjustment of their vision. According to Suggs 1 (1999), the times have demanded that presidents and chancellors widen their visions and seek a broader horizon for the schools. He further states that there is a new crop of HBCU presidents who are former administrators at predominantly White schools in the North and West, that are coming to Black schools. We are seeing more presidents coming in who have a broad vision of the future. Suggs goes on to say that more is expected of Black college leaders, and HBCU leaders tend to be more hands-on and more accessible to their college communities (Bowman & Deal, 1993 and Suggs 3, 1999).

There seems to be a price for the changing landscape of HBCUs. Leadership style is an area which seems to be of paramount importance in the age of new Black leaders at HBCUs. "College is not a democracy. Someone has to be in charge." (Suggs 1, 1999). An unfortunate byproduct of Black college leadership is that they are very closely scrutinized. They always have questions about their credibility. They always have to defend themselves (Suggs 1, 1999).

SUMMARY

The review of literature covered a myriad of subjects related to the cultural environment of Historically Black Colleges and Universities. The emergent themes which were examined through existing literature were as follows: mainstream perspectives of leadership and management in higher education, HBCU leadership (a historical view), HBCU presidents and associated issues.

There were several theories of leadership styles which were examined from various points of view. The literature explored both majority and minority institutions as it related to leadership styles preferable for the institutional leader.

A major portion of the review of literature highlighted the extensive history and legacy of the HBCU. Profiles and statistics of the students, faculty and presidents were examined. The issue of current challenges which HBCUs face was also reviewed, along with the changing landscape of these institutions.

Finally, HBCU presidents were profiled from the standpoints of ascension, historical events and views, fundraising and the importance of vision from presidents past and present. Overall the literature provided a holistic view of the HBCU and all its cultural elements. It also explored the office of HBCU president from a historical and contemporary perspective.

CHAPTER 3

THEORETICAL FRAMEWORK

"Qualitative researchers attempt to describe and interpret some human phenomenon, often in the words of the selected individuals." - Anthony Heath (<http://www.nova.edu/ssss/QR/QR3-1/heath.html>, 1997)

PRESENTATION OF SELECTED THEORIES

Design of the Study

A qualitative approach was selected because it lends itself to rich description of people, places and cultures which are not easily handled by statistical procedures.

(Bogden & Biklen, 1998). Visions of HBCU presidents can be holistically studied from a perspective of stories, visions and interpretations. Thus an attempt to prove or disprove the data (quantitatively) would not be a proper method for the illustration of visions of selected HBCU presidents.

This is primarily an ethnographic study. According to Rosalie Wax, as written in Bogden and Biklen (1998), ethnography is "thick description." When culture is examined from this perspective, the ethnographer is faced with a series of interpretations of life and of common sense understandings, that are complex and difficult to separate from each other. The ethnographer's goals are to share in the meanings that the cultural participants take for granted and then to depict the new understanding for the reader and for outsiders. An ethnographic approach will reveal the nuances of HBCU life; particularly it is heavy culture.

The analysis of this study is aided by a hybrid theory which combines symbolic interaction and critical theory. This theory is relevant to the study in that it is important to understand the role which public perception plays as it relates to HBCUs. As previously highlighted, the image of inferiority is one which was conferred upon HBCUs by the dominant culture. Therefore it is important to understand the interpretation of the stereotypes put upon HBCUs and the historical context in which those stereotypes were created and nurtured.

According to Bogden and Biklen (1998), Critical Theory is critical of the overarching social organization that privileges some at the expense of others. Critical theorists believe that research is an "ethical and political act." Critical Theory then is appropriate for this study because it problematizes the perception of HBCUs as inferior.

Not only have HBCUs been marginalized in the eyes of the dominant culture, but also among Blacks themselves. Some Blacks, according to the literature, feel that their children will not receive the competitive edge they need to succeed in the world if they are not educated in a White institution. Therefore critical theory speaks to the ideological context in which interpretations of HBCUs are situated. Placing these stories/interviews in the proper context will allow for a new understanding of today's Black College experience from the perspective of those who lead them.

Thus, through ethnography, critical theory and symbolic interaction, it is hoped that the readers will glean a thorough and clear understanding of the visions of an HBCU president from the context of a unique environment which has been stereotyped and demeaned by the dominant culture.

DEFINITION OF TERMS

1. HBCU- Historically and/or predominantly Black colleges and universities of which there are 100 four-year institutions. - America's Black Colleges, Bowman 1992
2. PWCU- Predominantly White Colleges and Universities
3. Vision- Mental or intellectual foresight to lead and facilitate the various entities of the university toward institutional success attained by the execution of predetermined goals.
4. Mission- A special task or purpose for which the University exists. The responsibility lies with the president and those he/she selects to carry out those tasks.
5. Management- The judicious means to accomplish an end. Exemplified in the use of the Luther Gulick POSDCoRB model: planning, organizing, staffing, directing, coordinating, reporting and budgeting. - Educational Administration, Lunenburg and Ornstein 1996
6. Leadership- The ability to have the responsibility to direct the actions of others in carrying out the purposes of the organization, at varying levels of authority and with accountability for both successful and failed endeavors.
7. Student Success- The number of students who graduate from selected HBCUs within 4 to 6 years. - Journal of Blacks in Higher Education, Autumn 1997
8. Role- A function or part performed by the university president in a particular operation or process which facilitates increased student success.
9. Personal Philosophy- An analysis of the grounds of and concepts expressing fundamental beliefs which guide and affect the decision-making processes of the selected HBCU president.
10. Academic Affairs- A central administrative office with responsibility for academic programming and policy implementation. Under the leadership of the university president this office oversees support programs for academic personnel and students, academic fiscal management. The president must also recruit personnel who can facilitate student success in each academic area.

11. **Student Affairs-** An area which delivers services that are necessary to augment and strengthen the schools emphasis on the optimization of the quality and academic excellence of its students. These services are academic as well as extra curricular and under the leadership of the president will foster a well-rounded student centered environment.
12. **Financial Management-** Effectively overseeing fiscal budgets which are properly prepared, submitted, adopted, executed and evaluated, for the purpose of achieving overall institutional success. This area also entails fund raising for the purpose of building the institutions endowment fund.
13. **Personnel Management-** The area which staffs the institution and aid in its quest for student success. These areas are: human resource planning, recruitment, selection, training and development, performance appraisal and compensation. -Educational Administration, Lunenburg and Ornstein 1996
14. **Institutional Administration-** Simultaneously directing, overseeing and leading the four areas under the charge of the president. The four areas are academic affairs, student affairs, financial management and personnel management.

LIMITATIONS OF THE STUDY

The primary focus of study is the HBCU president, therefore there are several obstacles which could affect or limit this study due to the issues of access by which such a high office operates. However, the main limitation to this study may possibly be validity.

Some of the information, which could be shared by an HBCU president, is of a political and sensitive nature and might be avoided for fear of future implications based on their answers. It is possible that the anonymity of each president and institution will encourage full disclosure, however that can only be determined during the analysis of the data.

Another limitation, which could possibly affect the study, is access to the selected presidents. University presidents tend to be very protective of their time, therefore it could be problematic to have repeated visits with them.

The limitations of the study are as follows:

1. Access to the HBCU presidents.
2. The perceived sensitive nature of the topic and the president's willingness to be honest and forthright

VALIDATION (TRIANGULATION)

According to Bogden and Biklen (1998), triangulation means that many sources of data are better than a single source because multiple sources lead to a fuller understanding of the phenomena. In an attempt to apply this logic to the study of the vision of HBCU presidents, at least three methods were used to collect data.

The three data gathering methods were, in-depth, structured interviews; analysis of documents including historical and autobiographical texts and university reports; and observations. The primary group which was interviewed was selected HBCU presidents. Observation served as a second source.

The review of documents served as the third source of triangulation in that it allowed alternative viewpoints of vision and the phenomena as a whole to be compared and contrasted. The autobiographical/historical texts and university documents provided a well-rounded view of HBCU presidents, their vision and other related issues from perspectives of HBCU presidents past. According to Bogden and Bicklen (1998), autobiographies are considered as personal documents and are one of the three main types of historical documents to consider when writing a qualitative work.

Overall a clear understanding was gained by examining these three sources of data to form a total picture of the importance of the vision of an HBCU president, as it relates to the administration of their institution.

SUMMARY

This is an ethnographic study which incorporates a hybrid theory which combines symbolic interaction and critical theory. The ethnographic approach, because of its thick description and emphasis on culture, will enable the themes, unique to HBCU culture, to emerge. This chapter also highlights and defines terms specific to this study.

The limitations of this study mainly stem from the highly secured environment surrounding HBCU presidents. As a result, gaining access and securing interviews was difficult. Given the skepticism of possible participants, it was also a challenge to overcome the questions of how the data would be utilized and for what purposes.

Triangulation is key to this research in that it will incorporate not only the interviews of the HBCU presidents, administrators and faculty, but also the analysis and review of documents, observation. The goal is to merge a total picture of the vision of HBCU presidents as it relates to the administration of their institution.

CHAPTER 4

RESEARCH METHODOLOGY

DESIGN OF THE STUDY

Historically Black Colleges and Universities have a profoundly unique history and legacy. Given that, the presidents who are charged to lead these special institutions must possess unique insights and vision. Whether advocating on behalf of Black higher education during Jim Crow or on behalf of poor and academically challenged students, these presidents have led and continue to lead their institutions through some very challenging times. The phenomenon of presidential leadership at HBCUs will be examined in concert with their visions as it relates to the execution of their duties.

The design of the study is multi-case. According to Bogden and Biklen (1998), multi-case studies involve the study of two or more subjects, settings or depositories of data.

PARTICIPANT/SITE SELECTION

The participants of the study represent two groups, the primary participants and the other participants. The primary participants were the HBCU presidents, two of whom were interviewed. The other participants were faculty and staff members, two of whom were interviewed.

The selection of the primary participants to be interviewed were derived from the pool of current HBCU presidents. All 117 HBCUs nationwide were considered, in relation to location, school size and contributions of its president. The prospects for interview were narrowed down to five. These five presidents represent schools with different demographics. They are different in size, in type of students and in location. These five presidents were also selected because they are markedly different in various ways. Gender, background and public perception were all criteria which were utilized to decide on these final five presidents to use as potential interviewee's.

Of the five presidents, two completed the interviews. The two presidents represent institutions of varying demographics and geographical location. One interview took place at the school of the selected HBCU president. It was important to interview the president in their natural environment, as this directly supports the ethnographic aspect of the study. The second interview took place by phone, after a scheduled interview at the actual campus had been cancelled after the researcher arrived at the institution.

President One represents one of the largest HBCUs. He has an extensive career as an educator which includes his service in a myriad of teaching and administrative capacities within higher education. He is near the end of his career as an HBCU

president and plans to immediately return to the classroom at the end of this, his final tenure as president. His institution is located in the south. It has both undergraduate and graduate studies programs.

President Two represents a small HBCU. He is at the early to mid-point of his career as an HBCU president. This president has an extensive record as an administrator and also serves in many national capacities related to education. His institution is located in the south and serves a very unique population.

Supplemental participants were selected on the basis of their knowledge of, and interaction with, HBCU presidents, particularly the two presidents who served as primary participants of this research. Each also had strong feelings concerning the "vision" of an HBCU president and how it impacts their duties as faculty and/or staff of an HBCU.

Administrator One is a female with over 30 years of experience as an HBCU administrator. And Faculty One is a female with almost 10 years of experience as an HBCU professor. Both were interviewed on their campuses, in their offices. These interviews were also transcribed, coded and categorized.

WORKING WITH HUMAN SUBJECTS

The HBCU presidents who were invited to participate in this study were sent an initial letter, which can be reviewed in Appendix A. They were each informed of the intent and nature of the study, as well as the researchers commitment to their anonymity.

Given the sensitive nature and culture of the "office of president" at an HBCU, great care was taken to be clear and succinct concerning the design and goals of this study. To that end, each president was given a choice of five ways to participate in the study. The means by which they could participate were as follows: direct interview, written completion of the survey, telephone interview, email completion of the survey or submission of the survey through a dedicated website.

DATA COLLECTION

Data were collected in several forms and from varying sources for this research. The primary data were collected from two HBCU presidents. The data collectively accounted for over three hours of tape-recorded interviews. The tape recordings were later transcribed and are exhibited in Appendices A and B. Data were also obtained from observations of the surroundings from the campuses of the primary participants. The observations were preserved by means of photographs and field notes taken during the visits to the campuses.

The supplemental data were collected from two members of faculty and/or staff of HBCUs. These interviews were transcribed during the conversations with both supplemental participants. Finally, there was also data gathered from a variety of documents including: the personal memoirs and autobiographies of two very profound HBCU presidents past, Dr. Benjamin Mays (Morehouse College) and John Hope (Morehouse College and Atlanta University) and university documents. Mays and Hope were each chosen because of their rich interpretations of their tenures as HBCU presidents. Also they each represented different periods in HBCU history which were valuable to this study. John Hope represented the early 20th century, 1906 - 1936. and Dr. Benjamin Mays represented the mid 20th century 1940 - 1967 (www.morehouse.edu).

The collection of data from the primary participants of this study took place in two forms, the first being interviews. The interviewee had the choice of five ways

through which they could participate in the research. Upon confirmation of participation by the president or their assistant, the means of participation was solidified.

An in-depth interview instrument consisting of nine major areas was created. It was designed to garner a myriad of ideas, philosophies and opinions of the various HBCU presidents. After conducting mock interviews with various HBCU administrators, it was determined that all areas highlighted in the research instrument were appropriate. Also, as a professor and student at an HBCU, my personal experiences and knowledge of this environment influenced my methodological approach. Therefore, the instrument and method which was employed was designed and based on several professional, academic and personal factors.

Also, before, during and after the interviews, observation as a means of data collection took place. This was enhanced by taking notes and pictures at the sites of the primary participants, which helped to fulfill the ethnographic nature of this interview. Tours of the campus were taken during the summer semester at both locations of the primary participants.

The first primary interview with President One was a two and a half hour face-to-face interview at his office, located on his campus. The interview was taped in its entirety and later transcribed. It is exhibited in Appendix D. The second primary interview with President Two was conducted by telephone. A prior visit to the campus had taken place, but the actual interview was cancelled at that time. Background information was utilized to enhance the data and added to the richness of the interview as a result of it ultimately being conducted by phone. The telephone interview was also tape recorded and later transcribed. It is exhibited in Appendix E.

All interviews were subject to member checks, which allowed the interviewees to examine their statements after transcription of the taped interviews. They were able to check for accuracy and validity of their words.

Official/historical documents of both John Hope and Benjamin Mays were reviewed in an effort to include the thoughts and perspectives of prominent HBCU presidents past that directly corresponded to the major themes raised by the primary participants (President One and President Two). According to Bogden and Bicklen (1998), autobiographies are considered as personal documents and are one of the three main types of historical documents to consider when writing a qualitative work. Combined, all of these data sources provided a rich collection of data for the examination of the phenomenon of HBCU presidents and their vision.

DATA WORTHINESS/CREDIBILITY

The office of the president at an HBCU is one which is not easily accessed. There is a very protective barrier placed around the presidents, in the form of support staff. Given that, short conversations with both the staff members and presidents themselves were held prior to the actual full interview. As a result, there seemed to be adequate time to build the proper rapport with the presidents which led to very relaxed, personal interviews.

Careful thought and deliberation was given to the concept of triangulation. Within qualitative research, depth is the goal as opposed to breath of data. Thick description accompanied by the interview, primary historical documents and existing literature, are all components selected to facilitate a complete triangulation of the visions of leadership through the eyes of selected HBCU presidents (Bogden & Bicklen, 1998).

To ensure the data credibility, after transcribing the interviews, each participant was sent a copy to review for accuracy; this process is referred to as a member check. This facilitated the goal of credibility among the participants by providing an opportunity to ensure proper depiction of words, thoughts and feelings, which were conveyed through the interview instrument. Both respondents reacted affirmatively through a phone message after reviewing the transcript of the taped interviews. This was the strength of taping both interviews, as it allowed for very accurate transcription of the actual interviews. Also, data gathered from observations, interviews with faculty and document reviews at the respective universities were used to validate, refute or enhance statements made by the presidents.

The concept of researcher bias played a large role throughout this research from both a positive and negative perspective. Given the positive life and career experiences of the researcher at HBCUs, there was a natural predisposition to show a favorable view of HBCU presidents and their challenges. This was duly noted prior to the undertaking of this topic. On the other hand, it is very likely that at least one interview was declined as a result of the perceived idea that the researcher would have a negative bias toward a given institution and therefore a previously scheduled interview was cancelled abruptly. Moreover, the level of sensitivity surrounding the acquisition and usage of information gathered from HBCUs both directly and indirectly influenced the areas of researcher bias and access.

SUMMARY

This is a multi-case study, which is ethnographic in nature. The design of the study is based on nine research questions which were selected to gain a clear picture of the emergent themes surrounding the vision of HBCU presidents and institutional success.

The primary participants of the study were two HBCU presidents of varying background, school demographic and current points of career. They were selected from an initial pool of five HBCU presidents. They were informed of the intent and nature of the study and given various ways in which they could participate. The data was collected via face-to-face interviews and phone interviews.

The supplemental participants of the study were two members of faculty and administration, who were also interviewed. There was also the inclusion of historical data, university documents and observations as support to the primary data. Validity will be addressed through triangulation and member checks.

CHAPTER 5

ANALYSIS OF THE DATA

DATA PRESENTATION AND ANALYSIS

Overview of the Data

There are several forms of data which encompass the entire data set presented in this chapter. Through triangulating the primary and supplemental data, observations and historical documents, a holistic story can be pieced together to analyze the impact of the vision of an HBCU president as it relates to institutional administration.

The primary data presented is a compilation of the thoughts, feelings and ideologies of two HBCU presidents. They hail from universities which have very different demographics in terms of student population and geographic location. Yet both share many of the same viewpoints as it relates to the issue of vision and the execution of their duties. President One is near the end of his career as an institutional leader and his views reflect a more historic and introspective perspective of his tenure as an HBCU president. In contrast President Two is in the early to midpoint of his career as an HBCU president and his views overall are more centered on the present and future goals of his institution. Together they share a rich and in-depth story of vision through the eyes of an HBCU president, and how that vision intermingles with every aspect of their tenure as the institutional leader.

The major themes, from the interviews with the HBCU presidents, were identified and coded. Each theme was analyzed in concert with the theoretical framework, the research questions and the interview data. The primary data pertaining to each theme is then presented in an unaltered form. Each of the major themes is presented, then followed by analysis of the data, with the infusion of supplemental and historical data and observations.

Interview data were collected from interviews of an administrator (Administrator One) and a faculty member (Faculty One). Their interviews were transcribed and coded according to the nineteen major themes which emerged from the primary interviews with the HBCU presidents.

The document data were retrieved from memoirs/autobiographies of two prominent, pioneering HBCU presidents. The data were gathered from their personal writings and included throughout the data. According to Bogden and Bicklen (1998), autobiographies are considered as personal documents and are one of the three main types of historical documents to consider when writing a qualitative work. Their writings/thoughts serve as both historical points of reference but also in many instances mirror the thoughts of the two contemporary HBCU presidents and therefore support several of the major and emergent themes of this research.

The data are organized into three large categories which represent major themes: Vision and the HBCU President, Vision as it Relates to Various Topics and Personal Offerings. Within each of the major categories there are several secondary themes which will be highlighted. These themes include: personal sense of history, the work of the

pleasant surprise to encounter a college president who was so forthright and honest in all which was asked of him. Actually this was almost expected as there was an informal meeting months prior to this interview, therefore President One and I had already established a very good rapport.

Upon the end of our two and a half hour visit/interview, President One introduced me to several of the administrators at his institution and took me on a short tour of the entire Presidential floor, while introducing the staff. Prior to the interview and directly after it, pictures were taken of the campus to aid the recall of the surroundings and events of that day. The campus was in the midst of renovations but still well kept. Overall it was a very impressive visit to one of the largest HBCUs in this country.

President Two

The interview with President Two was a bit more difficult to schedule. President Two and I had prior conversations before the initial date of the interview. A date was set and travel was completed to the campus of President Two, however upon arrival the interview was cancelled and had to be rescheduled.

A brief tour of the campus was taken before returning home to reschedule the interview. The campus was far from the city and located in a somewhat rural place. It was well kept and seemed to be the center point of the community in which it was housed. After weeks of calling and rescheduling, an interview by telephone was finally scheduled. Immediately after saying hello, the president was asked if the conversation could be tape-recorded and he willingly complied.

institution over space and time, the tensions of service and community and finally the theme of dignity and the office of the president.

Prologue and Observations of the primary participant sites

President One

The interview with President One was made swiftly after they received my letter of invitation. The appointment for the interview was scheduled and kept without any changes. The day of the interview was a sunny summer day, which was perfect for the pre-interview tour of the HBCU campus.

Upon arrival to the campus for the interview with President One, many thoughts of the aesthetic nature of the surroundings came to mind. The campus was sprawling and well manicured, particularly around the administration building. When entering the presidential office suite, the majestic picturesque view caught my attention immediately. With further observation it was clear that this was a man with a varied and vast reading collection, along with countless other memorabilia celebrating the school. Pictures of family, student gatherings, faculty and staff lined the walls of this elegant, but not excessive, office suite.

We sat near a huge picture window with a breathtaking view. Leather wing backed chairs and a quaint coffee table was the setting for this interview with President One. He seemed very glad to see me as he alerted his entire staff that he was not to be interrupted during our visit.

He quickly agreed to the request of a tape-recorded interview and then we began. The interview was candid, funny, serious, in-depth, personal and even shocking. It was a

As with President One, the previous conversations with President Two made the interview very personal and comfortable. Given the difficulty of securing a time to interview the president, it was clear that he was very busy and set aside time for us to talk. The interview lasted approximately forty-five minutes. President Two was also very candid, concise and forthcoming with his thoughts.

The remaining sections of this study are categorized by the responses to questions posed during the interviews. The interviews were coded, and nineteen major themes which arose from the interviews were categorized and arranged accordingly. Each section begins with analysis drawn from the identified data sources. Each section closes with the president's response to a question that is most aligned with the theme. The presentation of this raw data is intended to provide an unencumbered view into the experiences and thinking of these presidents.

VISION AND THE HBCU PRESIDENT

Vision

*"The CEO must have the capacity to visualize and to articulate it often and in as wide a circle as possible."
- President One*

This entire study centers around the concept of "vision". For the purposes of this study, vision is defined as a mental or intellectual foresight to lead and facilitate the various entities of the university toward the predetermined institutional goals. Vision was a concept which needed no clarification for either of the interviewed presidents. It was almost as if they innately led by vision, because their responses began with their vision first in relation to any other entity which was discussed.

Presidents past, such as Dr. Benjamin Mays (1971), had a vision which was also preached as a lifelong goal and it resounded among his students. He said, "A man's reach should exceed his grasp" (p.91). Dr. Mays had a vision for all of his students to excel and then reach for other goals, just as Presidents One and Two articulate throughout this research.

Administrator One felt very strongly that a president's vision should be publicized. He said, "The vision belongs to the school. It must be clear and definitive and must be decided upon and accepted." This theme speaks to the research question of whether the vision has an impact on the president's success as an institutional leader. According to both Presidents One and Two, their visions definitely have an impact on their success as an institutional leader. And further, it seems that they would not approach any task as president without correlating it to their vision and the predetermined outcomes set by the vision.

President One spoke of vision as a relentless visualization of your path to the future. He seemed to liken it to battle, in that tenacity, backbone and articulation are things which you must exemplify in order to defend your vision and see it through to completion.

President Two clearly saw vision as a process to reach the goal of preeminence. His vision seems to provide him with a systematic way to achieve the goals of the institution. Both President One and President Two seem to share a very clear understanding of the concept of vision in relation to their responsibilities as an HBCU president. Though serving at two demographically different institutions with different challenges, their insights on the subject of vision and how it guides their actions are very similar. Their visions are also very clearly evidenced in archival documents found on their universities websites and in university documents. Such information as the personal presidential welcome, the mission statement, their notes in the student handbooks, catalogs and other written archived information all emphasize their desire to articulate the vision they have for the institution (www.subr.edu and www.msvs.edu).

- What is the importance of "vision" and how does it impact you as the president of an HBCU?

President 1. *I think you've got to have the values and the capacity to make "vision" a highpoint in your administration and I do that. The person has to be able to conceptualize what he wants the institution to become, and it doesn't matter whether the institution is an HBCU or any other place. But, whoever that CEO is must have the capacity to visualize a future for their school and must have the backbone and tenacity to*

articulate that vision and to articulate it often and in as wide a circle as possible. And they must be able to defend that vision.

President 2. *Certainly for me the vision relates to how we manage and even our notion of management. The vision that we have set is centered around moving from excellence to preeminence. And what we've attempted to do is to operationalize preeminence in terms of what it means for us. And very simply it means that our goal is to have the highest quality possible in all of our academic programs, our support programs and athletic programs. In choosing that level of quality, we have undergone a review of all of our academic programs. We know what we need to do to put into place those measures of quality and we are moving about the process of doing that. That becomes a part of how we manage. What we do, and how I do it, is periodically we take time to have a checklist and see where we are. We set a number of goals and ever so often we stop to see where we are.*

For example, we will have a retreat and one of the things that we will be doing is to see where we are as it relates to the goals that we set to help us achieve the vision for the university. So that becomes part of the management process as well. I hold people accountable for their certain areas that make certain that we move closer toward the goal.

Importance of Faculty and Staff Embracing the President's Vision

"We've got to have sense of oneness about where we are going." - President One

This theme also addresses the question of the impact of vision, as it relates to the success of an institutional leader at an HBCU. Not only were both presidents in resounding agreement about the necessity of faculty and staff embracing their vision,

both assert it is mandatory. The interviewees, historical references and university documents had profound thoughts about the importance of the faculty and staff embracing the president's vision. Identical to the practices of President Two, John Hope personally reviewed and hired every faculty and staff member at the American Bible College in an attempt to ensure that they understood his vision. (Davis, 1999)

Administrator One said, " You need people of different perspectives under the president who are willing and have comfort to share the vision. 'Yes' people are not good for the president." This idea support the thoughts of both Presidents One and Two, that you must recruit those people who are the best in their field and will be strong leaders, even standing up to the president himself. However, Faculty Member One felt strongly that a president with weak leadership qualities hinders the effectiveness of the vision itself. Faculty Member One said, "our president never follows through on his vision, therefore it does not matter how often he repeats it, no one believes it and as a result very few people have faith in him as a leader." While this does not refute the president's claim related to the necessity of vision, it does speak to the life of vision statements versus vision actions.

The idea that the president must not only articulate the vision, but must also be a strong leader is understood and reiterated by Presidents One and Two. All the interviewees shared those same concerns that the character of the president will enhance the ability to carry out the vision, which aids the attempt to "sell" the vision to all those under their charge.

Presidents One and Two seemed to understand that although they are in charge, they have only limited contact throughout the entire institution at any given time.

Therefore, to ensure that their vision is carried out, in terms of the predetermined institutional goals, they must be relatively certain that all under their charge share their vision and will execute it in all their duties.

This is no simple task, however they attempt to use the interview process as the proper time to articulate their vision and gain an understanding of the level of commitment from the person seeking employment. Both presidents utilized this process of "weeding out" prior to even hiring someone to work at their institution. Both stressed the massive importance of a well-articulated path for all under their charge to follow. However, the concept of "selling your vision" for others to buy into could prove to be an arrogant endeavor for some, neither seemed at all overbearing in their attempt to create oneness. They did seem very sincere about the shared vision being the best way to achieve unified goals for the students and universities they serve. It is critical for both presidents to have a faculty and staff who can conceptualize and execute their vision.

- Is it important for those under your charge to embrace your vision?

President 1. *I think it's critical. We've got 2000 employees. You can imagine with 2000 employees going in different directions, what chaos you would have. And so we've got to have a sense of oneness about where we are going, now we may argue about if we need to stop and get some gas, or if there is too much air in this tire or that tire, but as long as we all know where we are going, then our vision was a natural. It just took somebody to come along and see...well the school was going in a direction that had been set by the courts and by the state and by my predecessors. It's just that nobody had articulated where they thought it was going. And what I've tried to do is to give them that*

sense of where the end point is. The endpoint is not just the selective admissions institution. Everybody was focusing on admissions. No that's not the endpoint, that's just a little detour in the road.

President 2. *Yes, as a matter of fact, they will have to embrace my vision in order to work for me. Actually, I interview every professional person on campus. I don't hire anyone professionally if I have not interviewed them. That means faculty and other staff persons. And one of the things I do is I share with them where we want to go as an institution and my vision for the institution. I have a series of questions that I raise and it depends on how they respond to that and the commitment that they make to the university.*

For President Two this could possibly prove problematic because someone who has a different vision, which could enhance the university, may be overlooked for employment because they are at odds with the president's vision. However, it is understandable that all the team players under President Two's charge should have a sense of oneness and identical goals for the university as a whole.

Legacy of the HBCU

*"We still very much intend to serve as the beacon for our people, we will never abandon our people." -
President One*

To the question of legacy and what, if any, role it still plays in the vision of an HBCU president, both argued that it plays a massive role. The legacy itself means nothing without the meaning placed upon it by the presidents themselves and articulated through the execution of their vision. Although both presidents arrived at the same goal,

in terms of continuing the legacy of serving Black college students, they had different perspectives and paths for arriving at that goal.

Because President One is an older more seasoned administrator in the final years of his tenure, he approached this question from a very strong historical, almost emotional standpoint. Given the judicial/political struggles surrounding recent changes at his institution, he is very concerned that the foundation, legacy and mission of his institution remain intact. His vision is rooted in the legacy of that institution, and that shows clearly in his passionate articulation concerning the future of his university.

President Two, although also concerned with the specific plight and legacy of Black colleges, takes a different approach to the issue of legacy. He is also faced with judicial/political struggles which surround his institution currently. But his goal is to rise above the labels which, in his opinion, can hinder an HBCU. He not only wants the legacy to be proud and live on, but he also wants the school to become more diverse.

In our conversations, it seemed that diversity represented, not a way to change the face of his university, but a way to ensure that his students have access. Therefore, President Two sees the legacy as a proud history which should be expanded in order to prepare competitive students who can be living examples of that proud legacy.

Overall, at a time when many HBCUs face the challenges of change, both Presidents understand the importance of accepting those changes, but not at the expense of the legacy of the HBCU. They are both very passionate about the history and humble beginnings of the HBCU and seem to use that as the foundation on which they build future successes. It seemed very much a source of pride for both Presidents.

- How does the legacy of HBCUs affect your decision-making process as it relates to the management of the institution?

President 1. *We are going through a remarkable transition now. This will be our last open admissions class. Beginning fall 2001 by court order and by state agreement we will become a selective admissions institution. And the only reason we consented to do so was because the court ordered a community college to be built in this city that will have open admissions in this city. And so we have a community college, and that institution is supposed to provide opportunities to students who otherwise would not go to school. They are supposed to catch the kids that fall through the cracks. There was no choice for me, coming in two and a half years ago, as Chancellor, that was something that the board of supervisors agreed to, so I had no choice in the matter. Obviously the legacy issue would dictate that we remain open admissions. Our main reason for existing was to provide access. That was our major reason for existence, that was our mission. One hundred twenty years ago that is why we were founded. And now that mission has changed. The truth of the matter is that the kind of student, and we still adhere to that legacy to this extent, the truth of the matter is that the kind of students we will exclude next year will probably be the kind of student who 50 years ago wouldn't go to school. Then in fact if you look at the bottom part of our admissions standards, we are talking about admitting youngsters who are average to slightly below average on all the performance indicators, of course they designed the tests, we didn't design the tests. But, we will not operate an exclusionary institution, the words selective institution are misleading. It simply means that the kind of student we are admitting, will look very much like the kind of student we admitted at the bottom of the class 50 years ago. The*

bottom of the class now, the entering freshman class, 50 years ago wouldn't have thought about going to school.

So the legacy issue will still be satisfied, we do have a 5% margin, we can still take 5% of our freshman class and with a standardized window and admit who we want, and that will give us some maneuvering room.

And so the specific answer to your question is, we are still very much cognizant of our mission and we still very much intend to serve as the beacon for our people, we will never abandon our people. This institution will never be anything other than a very majority Black institution. Not by my reality but by the reality of the state and community we live in and so we are still going to be that access point. We are going to design programs at the community college, what I would like to see happen is that the community college functions as a junior college.

President 2. *Certainly, I'm sensitive to some of the issues that our students bring to the table, but also I'm aware of the fact that we need to prepare our students to deal with the greater community and the global society. So we still have to be demanding, probably even more demanding, on our students, faculty and staff in terms of preparing our young people for those challenges. Certainly, we understand some of the things that our people bring to the table, given their socio-economic environment. There are some things that perhaps they have not been exposed to, but we cannot use that as an excuse. That just means that our young people in many cases have to work doubly hard to be successful. But that hasn't changed, those of us who were educated at HBCUs as I was, we have to do that as well.*

Role of the HBCU

"It still serves as a point of entry into the Black middle class, it is the symbol of Black ascension in this country." - President One

In addressing the question concerning the current role of the HBCU, both presidents perceived its role in much the same way. There is still a great need to educate Black students in Higher Education. Just as the role, in its inception, was to educate those who had no place else to attend college, both presidents infer that with current affirmative action repeals the role is just as great as it was years ago.

In the face of court mandates and affirmative action challenges, these presidents see a clear role for the HBCU. According to both presidents, the legacies of these institutions are interconnected with their current and future roles. They see the HBCU as one of the necessary center points of the Black educational experience in this country. Also given the changing landscape of majority colleges, due to affirmative action law repeals in higher education, they envision the HBCU becoming even more necessary for Black college bound students. Notwithstanding the issue of the current decline in Black students attending HBCUs.

Administrator One reiterated the exact same theme of Presidents One and Two. She said, "The role is still to serve the underserved, being true to the mission which is to reach out to people who because of their past, must have an opportunity...to provide access where access had not been readily available."

President One is very serious about creating more doctoral programs at his institution for the distinct purpose of growth in the number of Blacks who have doctoral degrees. President Two, on the other hand, is concerned more with the group of

prospective Black college students who may not have an opportunity to attend college, were it not for his institution in a more rural setting.

- What is the current role of the HBCU and has that role changed over the years?

President 1. *Interestingly enough, when the senior staff and I met this morning we were talking about the declining production of bachelor level degrees among HBCUs as compared to major white institutions. At one point, of course, 100% of all the Black degrees produced in this country came out of Black universities. By the time I was in graduate school that was down to about half. About half of all the Black students enrolled in American colleges were enrolled in HBCUs. By the time I left graduate school it was less than half and now it's down to 25%. The overwhelming majority of Black students who attend college, go to majority institutions. Black schools produces a very disproportionate share of the degrees and that is declining a little bit, only a 3% decline. Nevertheless, it's still a decline and a little alarming.*

The role is as important today as it was fifty years ago. The HBCUs stand symbolically as a point of entry into the American system. It still serves as a point of entry into the Black middle class. It is the symbol of Black ascension in this country. That role will become more significant as the population shifts occur over the next several decades. Rather than take on a decreasing importance, they will take on an increasing importance.

President 2. *The role has changed somewhat because of what has happened in society particularly with public higher education, as what we are going through here. The mandate is to bring in a more diverse population. So just given that, certainly the*

role has changed. But also we still have the historic responsibility of educating a people who in many ways would probably not have that opportunity for an education. And I know this school plays that role in this community. There are many persons who come here who, because of where we are located and our sensitivity to certain kinds of issues that students bring to the table, probably would not have that opportunity other places.

What we should know about HBCU presidents

"We ought to be viewed just like any other presidents. Because the role is still the same regardless of whether or not you are serving Black or White students." - President Two

In an attempt to answer the research question concerning the leaders of HBCUs today in contrast with the leaders of the past and their similarities and/or differences, generational differences emerged. Dr. Benjamin Mays put it quite clearly when he talked about a day in the life of an HBCU president. He said, "To be president of a college and White is no bed of roses. To be president of a college and Black is almost a bed of thorns. The Negro president of a Negro college is almost daily confronted by stumbling blocks, hurdles and personal embarrassments that rarely if ever clutter the path of his White counterpart" (Mays, 1971, p. 198). He left no question as to the difficulty of the tasks an HBCU president must face, yet he spoke almost as if no one understood the pains such leaders endure.

President One and President Two approached this question very differently. President One who is a very seasoned, older president saw this question through the eyes of his mentors. He expressed the sentiment that it is not so much what they see in you now as what will be seen in history as they recall your tenure. His knowledge about all the early HBCU presidents, their trials, tribulations and successes, was phenomenal.

To hear the vision of President One, was almost like speaking with the spirits of HBCU presidents past. There was such a sense of pride, history, purpose, responsibility and caution. When asked what he wanted others to know about HBCU presidents, he first looked back at his mentors and what should be remembered about them. Then he spent a short moment talking about the heavy responsibility of being an HBCU leader.

In contrast, President Two chooses to see himself as a president without labels. He passionately articulated the difficulties he faces because many in the larger community use the HBCU name as a way to separate or discriminate. As a result, he expressed that his challenges are like any other president of a college or university, regardless of the students it serves. Nonetheless, President Two carries a great sense of pride in the history of his institution. Also a product of HBCUs, his more contemporary approach to leadership is just as valid and important, even though it may appear on the surface to be a bit more mainstream. It seems he has a strategic plan to succeed, while keeping the institutional legacy and history intact.

- What should we know about HBCU presidents?

President 1. *I'm fully cognizant of the fact that there will always be the nay Sayers. As long as you are doing this job and doing something in this job you are going to have people who say unkind things. Somebody won't be satisfied. You can't have them all love you. They didn't all love Mordecai Johnson either, and they didn't all love Benjamin Mays, believe me. Dr. Mays had his enemies as well, but they don't think about those enemies anymore. All they talk about are the wonderful things Dr. Mays did, the*

wonderful things Mordecai Johnson did, and the wonderful things others did for this school.

President 2. *I can think of nothing in particular, other than the fact that we ought to be viewed just like any other presidents. Because the role is still the same regardless of whether or not you are serving Black or White students. And that's one of the things that I fight all the time when people want to categorize us as a particular institution. I think quality regardless of where you are, is what sells. And we try to position ourselves; I don't want to be typecast in any way, understanding that we are not going to change the mission of our institution. We are going to serve African American students regardless, but also we are going to position ourselves that if any student wants to come to us, they can get a quality education. And that's what we market here, quality.*

Traditional and contemporary ascendancy patterns of HBCU presidents

"I think the trend now is to bring in people with good management skills who have the ability to pull a good team together." - President Two

The research question concerning the current versus historical ascendancy patterns of HBCU presidents is a very important one. Administrator One spoke of the importance of today's headhunters, by saying, "Executive search firms are now used to find presidents. Historically we looked more at the individual to be president, but now the board makes the decision and is representative of several entities and bodies." She further stated that, "we now look for someone who will bring the right kind of public relations to the school and who may have a business background." Administrator One also supports the thoughts of both Presidents One and Two as it relates to the most frequent path of ascendancy at HBCUs. They stated that, "they usually moved around

frequently using the 'up the ladder' path. They also select people who were from an academic affairs background or a student affairs background." This directly reinforces the idea that contemporary leaders are selected by their areas of expertise, particularly in student related fields.

The HBCU president ascendancy pattern of days gone by was based on several things, most of which by today's standards would be considered discriminatory.

According to Presidents One and Two, skin color, family affiliation, gender and occupation, all played a great role in deciding who would ascend to the high office of HBCU president.

Overall both presidents seemed to view this issue through the same lens. The trend now seems to be the selection of HBCU presidents who hail from a different career path than those of the past. The new HBCU presidents are likely to have a business or law background which enables them to be both an educator and a business person. However, the presidents seem to differ on whether that is a wise idea or not. President One was very partial to the selection of presidents who rise through the ranks of academia over administration, as opposed to those who come from the outside or the business community. His experience was that people, who worked their way from the bottom up, have a better feel for the office and its unique clientele and would be better equipped to serve as institutional leader. Although he agreed that having business sense is invaluable, he does not subscribe to the notion of businesspersons being hired to run HBCUs. As he stated, "this is not Wal-Mart."

President Two seemed a bit more open to the idea of selecting HBCU presidents based on their business savvy, given that the contemporary HBCU is very much a

business and their expertise may prove to be beneficial. He also noted that many of his contemporaries are business persons or attorneys and they bring something unique to the table.

His view also has much to do with the fact that universities are moving toward technological infusion, which requires the maintenance of state of the art facilities and equipment. Thus, business savvy provides HBCU presidents with the potential to acquire all the tangible necessities that it takes to run any business today.

- Please explain your perception of the current ascendancy patterns of HBCU presidents and how does it differ from ascendancy patterns of past presidents?

President 1. *It is interesting that you should raise this issue. I had been a student of college presidents for a very long time. My own professional background is as a political scientist and a student of the presidents, so it is just natural that I would have an interest in executive level positions, such as the university president or chancellor. And I had the privilege to work at more than a few schools. I started out here as a young professor, taught two years here, went to Fisk University and taught two years. I went to Howard and spent two years, was tenured in all those places, except here because I was not here long enough to gain tenure. I was tenured at Fisk and tenured at Howard and then I decided to move to South Carolina for an administrative job as department chair and was tenured there. Stayed there 16 years and finished up as vice president for academic affairs. Then came here to teach. My wife is a physician and it wasn't critical that I had an administrative position, she had the good job. So I followed her here and I stayed in the classroom one semester before they asked me to serve as interim dean. I*

stayed there one semester before the new president here asked me to become his executive vice president and I stayed there one year before I became Chancellor. So that's kind of a quick birds eye view of my career. The sum total of 32 years in the profession. I started very young at 26 years of age; I had a PhD and a new job. All of those years spent in academic ascension from the entry point all the way to Chancellor, which I think is the best way to do that. I've served in every rank, every academic administrative position that I know of, have been at Black public, Black private, White private, been adjunct at White public, large, small, medium size. So I've had a chance to see it all and experience a lot, and was ready for this job when the opportunity presented itself.

What kind of differs from the general pattern of how people arrive at these jobs? For a very long time, these jobs were political appointments. Depends on whether you are talking about state institutions or private. Often times these jobs went to people who had very little experience in academic matters. Most often they went to individuals who did not have liberal arts backgrounds. Very often they were high school or public school teachers who went into schools of education, then went into chief executive office positions. I would bet if you look at the early presidents, the bulk of them are either ministers or public school personnel. Those that had terminal degrees more often than not came in the field of higher education administration. I don't know the numbers, but it was by observation that rarely I ran across a PhD in physics, like I had at Fisk, a president who spent all his life in higher education. A truly gifted man. A man like James Cheeks at Howard University. Cheeks, although he had been a minister, he came out of the church, he did have experience as president of Shaw University. He continued

the strong tradition at Howard of building that school into a giant. And so those were the exceptions.

Now it's kind of hard to establish a pattern of how people arrive at these offices. They are getting people who come from majority institutions, who have not climbed through the ranks. They tend to be middle management Blacks coming out of majority institutions. At least those are the ones I'm familiar with.

President 2. *Historically, most presidents of HBCUs probably went through the ranks on the academic side of the institution. I'm seeing more and more college presidents coming out of the student affairs areas because students have different needs and different concerns, so having someone sensitive to that can be important. I see quite a few who have law as a background. As a matter of fact, 2 of the presidents at HBCUs here, 2 out of the 3 are lawyers. So I think that may be a trend and I know several other attorneys who are HBCU presidents throughout the country. And there are many more females who are becoming presidents of HBCUs. There are persons who have come from outside of higher education. I think the trend now is to bring in people with good management skills who have the ability to pull a good team together.*

Attributes of Successful HBCU presidents

"They must be a person with vision, a person with a strong sense of moral value, a person with empathy for faculty and students..." - President One

In addressing the question of what attributes best serve successful HBCU presidents, there are many according to Presidents One and Two. As in the literature, there were a myriad of attributes offered, which describe the successful college president.

But ironically, there are a few which both the literature and the interviewees agreed upon as crucial to the office of president.

Administrator One cites the qualities of integrity, fairness and honesty as the most important attributes an HBCU president can possess. She specifically highlighted the area of faculty salaries as an example which often times draws controversy over fairness, equity and equality issues among faculty members. Faculty Member One also cited fairness as a very important attribute for HBCU presidents to possess because, "often times men are still paid more than women for the same faculty position, men are often selected over women for administrative promotions and all this could be alleviated if the president were fair as it relates to personnel issues."

President One is very methodical about his view of attributes which make a successful HBCU president. He almost seemed to systematically select attributes from each of his mentors and his own life as an HBCU president. All of his notions center around the issue of character. The concept of being beyond reproach was very important to President One, as he has seen many of his colleagues fall from grace, all because they lacked one or more of the attributes he feels are mandatory to the office. Ironically, many of his choices reflect a common sense approach to leadership, which he highly recommends.

President Two seemed to take a business approach to those attributes which serve him and his contemporaries best in the office of institutional leader. He also reiterates the importance of an egalitarian system, stressing the attribute of fairness.

- What attributes must an HBCU president exemplify?

President 1. *I think a thorough understanding, of the academic community of this country is necessary. Its going to have to be a person who spent some time in these colleges, that understands what students are looking for. It must be a person who understands the thinking of faculty and how faculty reacts to different kinds of issues. So the person has to have considerable experience in academic matters, not just in an academic environment, but I think it is essential that the person has taught, because that is the essence of the university. And missing that experience, one would have to be extremely fortunate to arrive by error or by happenstance, at an understanding of what's suppose to go on at a university. So I think that is essential.*

They must have a capacity for listening. I would even say an "unusual" capacity for listening is needed. If you look at the president who has succeeded, and I guess the next question is how would you define success. Is success longevity? Not necessarily, success is found in presidents who achieve beyond expectations, who achieve beyond the odds. If you look at the Mordecai Johnson's or the J.C. Clarks, or the Maceo Mances of the world, and all of the great presidents who have come through the Atlanta University System...I think the ones who have really achieved have been extremely good listeners. In the academic community there are so many gifted people. That no one can have a claim to all of the bright ideas in the world. All of the brainpower is there, all of the bright ideas are there, you just have to listen for it. You must understand how to ferrite it out and how to listen to it. See I have a lot of problems with people who talk all the time. Because I've never known anybody to learn by talking, you can only learn by listening. And so I think you must have an unusual capacity for listening.

You must have an unusual level of empathy for students, to feel as they do, to hurt when they hurt, to be frustrated when they are frustrated. You've got to have empathy for the faculty as well. You need to know what angers them, what frustrates them. A frustrated faculty person, no matter how gifted and talented, is no good in the classroom. And so you have to have that level of empathy that will force you to try and do something about what ever it is that is frustrating them or whatever it is that is interfering with the learning process. Whether it is something as simple as the lack of opportunity for professional development or the lack of air conditioning in the building, whatever it is that can be done. But if you just close it out and just don't care, if you are satisfied with the comforts of "your" office and don't care about how Professor Joe Blow is situated over in the chemistry building then you are not being very effective as a CEO.

However a person has to have good common sense. More so than perhaps anything else. In fact, one might argue that it would be disadvantageous for the CEO to be too bright or too smart. But to the contrary, common sense will serve you more often and in different ways.

Good judgment goes hand in hand with common sense. A strong sense of moral value. You've got to have it. More important now perhaps than at any other time in our history. Given the kinds of clientele that we must serve. The CEO has the opportunity to influence more young people than perhaps any other person in this country. I have 10,000 young people in this campus. Think about it. How many people outside a mayor, governor or movie star, how many people have the opportunity to have access to that many young people? I would even argue more often than a movie star, daily opportunity to influence young people.

So those are the kinds of things I think make a good leader. A person with vision, a person with strong sense of moral value, a person with empathy for faculty and students, a person with good strong common sense that would go hand in hand with person exercising sound judgment. And one other thing.

I think the person must have a personal life that can stand up to public scrutiny. I think the person has to live the example. You got to do more than walk the walk. So if you are talking about moral values you better damn well live them. A person has to be awfully lucky to be successful at this job. A lot of things have to happen more than anyone person can control and some things whether it is luck or divine intervention. But you got to have more than simply what you yourself have, some things have got to fall into place for you and I would dare say that more often than not, the good things that happen come because things are falling into place, much as if it were divine intervention.

I happen to have gotten here in a very unusual way. A lot of people say I have more than divine intervention. We have had so many good things happen and we've had so much help making those things happen.

President 2. *Successful presidents have determination and high energy. Also, being a people person and being able to accept and deal with the negative helps a lot. In these positions, quite often you will have people more upset with you, than love you. So you have to make difficult decisions. But you cannot allow that to affect how you make your decisions. What you do is treat everybody fairly and make certain that whatever decision you make is in the best interest of the students first and the institution as a whole.*

VISION, AND ACADEMIC ADMINISTRATION

Institutional Administration

"I think it's important that you empower people to do their job." - President Two

One of the central perspectives for an HBCU president is that of institutional administration. Given that this concept encompasses all the other responsibilities under their charge, it was important to gain a clear understanding of their vision related to this subject. The task of institutional leader bears great responsibility, as evidenced by both presidents, and the execution of their visions in relation to leading their institutions is all encompassing. Institutional administration is the umbrella under which the other four themes fall. Therefore it is of vast importance to understand the nuances these presidents bring to the table as they explain their vision in relation to being the institutional leader.

Dr. Benjamin Mays felt that having real power, just as board members did, was profoundly important to being an effective institutional administrator. He said, "I requested and urged that steps be taken immediately to do what we can to give Morehouse College equality of status in the system by electing the President of Morehouse College to membership on the Executive Committee of his own college and on the Executive Committee of Atlanta University." (Mays, 1971, p. 63) This request enabled him to be a power broker on behalf of his institution and students and not just a figurehead.

President One focused heavily on the concept of fairness and how that disseminates to those under his charge. His level of total responsibility as related to his own character, seemed to guide his actions as the institutional leader. Having been a professor, mid-level administrator and lead administrator, he has a keen understanding of

what each task entails and how they view the president. That seemed to impact his decision-making processes and provide a level of empathy which is phenomenal. He was also very concerned with the image and history of himself and his administration. It is almost as if he can see the written pages of his biography for aspiring HBCU presidents yet to come, and he clearly wants there to be some intangible as well as tangible legacies left after he is gone. That speaks to his level of character and responsibility for not just the task at hand, but for posterity as well.

President Two stressed the importance of delegating responsibilities to others and decentralizing the power. His message emphasized empowerment of all those under his charge, with preeminence as the ultimate goal for his institution. He is very much a team-oriented leader. Also coming from a background of teaching, academic administration, to lead administrator, he too has a keen sense of how it felt to be under some one else's charge. His style is clearly centered on the ability to treat others as he wants to be treated and also providing them with the tools they need to be successful.

- How does "vision" impact your decisions regarding institutional administration?

President 1. *There is a principle in American public law called fundamental fairness. It is a principle that the Supreme Court announced over a period of time. It's one of those things that involve a collection of Supreme Court cases. Fundamental fairness is kind of an elusive term. It's almost impossible to define, but once you hear it, the person has a sense of what it means.*

To be fundamentally fair, as opposed to just being fair, is a pervasive concept. And I think that's my management style, I'm not heavy handed, I'm not dictatorial, I'm a

real good listener, and I try to operate according to the principles of fundamental fairness, to be fundamentally fair with all the competing interests that arrive at this door. My job is to make decisions all day about competing interests, interests of the student vs. the interest of the faculty vs. the interest of the alumni. And a lot of these interests often times are competing for the same resources, whether that resource is something monetary or whether it's winning a philosophical argument. Rarely do I find just one interest that comes through that door. Every interest is completing with somebody else or some other interest for some reason. And so I just try to be fundamentally fair. It's not always easy and not always even discernable. But I've got to feel good about what I'm doing. I've got to go to bed at night thinking I was fair to Professor John Doe. I got to be able to not worry about whether the auditors are going to find something in the books. I just got to be fair with everybody including the history and the legacy of this school. And I try to operate with an end in site.

One of the principles of success in the business world is always start with an end in site. Know where you are going and what you are trying to achieve. Never start a meeting without knowing what you want to accomplish in that meeting. And when I started this, I knew what the end was going to be. I knew what I wanted to see at the end. I wanted people who knew me and knew what we were doing up here, I want those people to say certain things about my administration.

I want them to say that it was clean, that it was honest, that it was always above board, that it was always positive. And I want to be able to leave some constructive things that they can put their hands on. I want them to think of this administration every time they hear the word "courtesy". Every time they hear the word "character" they

should think about this administration. Every time they hear the words "moral values", they think about this administration.

President 2. *I think it's important that you empower people to do their job. The first thing that I did when I came in, after I spent quite a few days on campus reviewing the process prior to taking the position, was reorganize the overall units of the institution. Then when I brought in my vice presidents we went a step further. What we have done is decentralize authority on campus. In the past all the decisions were made at the top. You cannot run an organization when everyone sits around and waits for the president or vice president to make a decision. So for the first time ever, we have Deans on the academic side, who have the power to make decisions. So we have decentralized.*

I think its important to get people involved at the level where they really understand what is happening and really impact students. As opposed to moving everything at the top. That's a part of how we operate that fits into the whole notion of moving from excellence to preeminence because everyone has to share if we are going to succeed, and reach preeminence. It's not going to be done because you have a president who wants to do that. If you don't have a team effort in doing that it doesn't work.

Academic Affairs

"We won't reach preeminence unless the academic arm of the institution leads the way." - President Two

The question of vision and academic affairs was almost one that was one which did not have to be stressed. It was a given that the area of academic affairs held paramount priority for both Presidents One and Two.

The basic approach to this theme for both presidents was that if you do not put academic affairs at the top of your priority list, everything else is for naught. This is one

of the reasons President One expressed concerns related to hiring businesspersons to be HBCU presidents. There must be a priority to place academics first, even before the business needs of the university. The logic clearly follows that of the mission, legacy and role of all HBCUs, and was reiterated by both presidents repeatedly. As institutions founded to educate those who might not otherwise have an opportunity to receive a college education, academic affairs must be a major priority. Administrator One strongly argued this, "academic affairs rises above all other areas because that's the business you are in, you must provide a quality education."

President One not only stressed the importance of his vision for academic affairs, but he also actively sought someone to lead that area who would bring new challenges and activities to it as well. To him, every aspect of the university should have academic affairs involved in some fashion. And he was proud of the accomplishments they have made thus far concerning that department.

President Two was and is an academician. He takes this area very personally and has a hands-on approach to the execution of his vision in academic affairs. His selection of a longtime friend and classmate as the academic affairs officer for the university is illustration of his commitment. So they both not only walked a similar path but shared in creating the same vision.

That allows an extra sense of security for President Two that his vision is embraced by those charged to carry it out. As a result, their vision to go from excellence to preeminence is on its way to realization.

- How does "vision" impact your decisions related to academic affairs?

President 1. *The goal is not only to be the second leading provider of graduate level education, or at least the programs available to minority candidates, but also to have academic programs of unquestioned quality. My goal is to have 100% of all our accreditable academic programs fully accredited. We are somewhere around 84% now. We are in the lead with the better schools in the country. I would imagine a school like the University of Texas would enjoy somewhere around 90th percentile with programs accredited. They might even be one of two schools with 100% of accredited programs. We are already in high cotton with 84% of the programs.*

President 2. *I'm an academic officer at heart; I came up on the academic side. So I brought to the table a lot of ideas in terms of how we want to reshape the academic side of the institution. My whole notion of quality centers around the academic area. So it has great impact. The academic VP and I have been friends for a number of years, so he understood coming in where we wanted to go, because this was all I had talked about. I think it has a great impact on the academic side of the institution. We won't reach preeminence unless the academic arm of the institution leads the way.*

Student Affairs

"Students are first and we make that a point." - President Two

Vision as it relates to student affairs is of paramount importance. Many of the areas in which students struggle most, are under the guise of student affairs. Financial Aid, Housing, Registration, Parking and all the other areas which directly impact student life are all a part of the student affairs division. Ironically, Dr. Benjamin Mays and President One, although from different eras, remarked about the same issue related to

student affairs, that issue was the payment of fees and debts by students. Dr. Mays (1971) remarked, "my first official act when I arrived at Morehouse was to send a letter to each student who owed the college and acquaint him with our new policy" (p. 72). That is exactly what President One spoke of doing with the new technologically enhanced registration system. They both felt that in order to provide the best service to students (i.e. student affairs), they needed to acquaint them with the new system.

President One also shared a dilemma which seems to be reiterated by other HBCU presidents. John Hope remarked about the same kind of issue, he said, "his appointment raised unrealistic expectations among both American Baptist College students and their parents. More than a White president, a Black president of a Black school was expected to somehow miraculously ease the economic burden of education." (Davis, 1999, p.175)

Both President One and Administrator One spoke of students showing up with only their bags in hand and no money for tuition, as if it is the schools responsibility to "make a way" for them to pay tuition. At many HBCUs it is the achilles heel of the school. This area was the most refreshing and amusing of all because President One showed such candidness in his perception of student life on his campus. It was truly eye opening to realize just how much he really knew about a day in the life of a student at his institution. Only a person who spends time out and about on campus could know as much as he did about the challenges students face.

He was also blatantly honest about the challenges unique to HBCUs as it relates to student affairs, while at the same time accepting full responsibility for the universities role in those challenges. That in itself is worth chronicling because often times it is the

last discussion any HBCU leader wants to have, in the interest of putting the best face forward for the school. And given the candor of President One, it is no wonder that students flock to a place where the leader truly attempts to not only feel your pain, but heal it.

President Two took a very student centered approach to the concept of student affairs. He also has a very hands on approach to dealing with students and student issues. In an attempt to keep the lines of communications open, he not only meets with the students on his campus, but he requires all his administrators to do the same.

He was very serious about being student centered and shared some of the practices which work at his institution to help keep students first.

- How does "vision" impact your decisions as it relates to student affairs?

President 1. *People complain about the service they get on these campuses, they complain about the lack of efficiency. They complain about people not answering the telephones, or not quickly enough or not politely enough. Talking about the campus post office. Talking about the financial aid people. Talking about the campus police department. And so I've been trying to make this a community friendly campus. I've really really been trying. We've waged a program called courtesy counts. And we try to treat other people, as you would want others to treat you. We have talked to faculty groups and put everybody through training. You can be disagreeable and still be nice and courteous. And so I've been working very hard on that talking to students. Don't insult the instructors, if you don't like the instructors that's fine, don't go talking about somebody's mama. Don't dislike somebody because they belong to a different fraternity*

than you. So it's that kind of campaign. It's courtesy first; we think if you leave here with less knowledge and more character you are better off than if you leave here with more knowledge and less character.

Just to give you some examples of what we are trying to do. If you got a ticket you had to go to the police station with the ticket, so they can tell you how much the ticket cost, then walk back over here to pay it. By the time somebody got all the way over here they were mad as hell. And then if they had towed your car you had to go back to the police station to try and get your car from that gated area. So we said wait a minute, that doesn't make sense. If you had to go to financial aid, you had to come way back over here to get a check. So we said, why are we frustrating the hell out of people, why don't we have us a student service center in the middle of campus.

President 2. *Students are first and we make that a point. We meet on a regular basis with our student government association. As a matter of fact, in the interview process for my administrators, one of the things they had to demonstrate was their student centeredness. Because without our students, anything else we do is all for nothing.*

What we ask the SGA to do is give us a checklist of those things they want to accomplish and so far we have been able to do that. I require all of my administrators and vice presidents to meet with their student counterparts. And we do this on a regular basis.

Financial Management

"I never touch a financial transaction unless my financial vice president approves it." - President One

The issue of fundraising is age old at HBCUs. Dr. Benjamin Mays remarked, "I was convinced that when I approached the moneyed people of the nation, I would be able to get much larger support if I could tell them, truthfully, that the Morehouse faculty was able and interracial, that our best students did well in most outstanding graduate and professional schools of the nation, and that our graduates were making finer contributions to the country's welfare than were the graduates of most schools of comparable size, Black or White" (p. 316). That was a very strong statement as to the importance of raising funds from the private sector.

One very simple idea resounded between both President One and President Two. They both rely heavily on their financial vice presidents to keep them above reproach. Both presidents seemed to go through great pains to ensure that there could never be a question of credibility or honesty when it comes to the university's purse.

Both presidents also exemplified great sacrifice in power, in the interest of keeping themselves out of financial trouble. Both relinquished absolute power and access to allow their fiscal manager to approve all their transactions, big and small. They seemed to be very very aware of the many who have fallen because of fiscal mismanagement and impropriety.

They also agreed that the center of all which must be done at the university, cannot be accomplished without a sound financial base at the institution. As stated by both presidents, this is one of the most difficult parts of their job, to make the hard decisions concerning money.

This is also the area where they admit having a business background is useful. Given the ever-changing face of today's university, it often times must be viewed as a business. Therefore the area of financial management was one they agreed must have someone at the helm who has a sound business mind, which is why they both implicitly trust their fiscal managers.

Each also discussed making alliances with business people in the community to help them raise money and find other sources of revenue. However, both agreed that fundraising is paramount and takes a great deal of their time. But it is necessary.

President Two also had some very specific financial goals in mind and was very proud of the milestones they were able to reach for the first time in the history of the institution. Fundraising was a key component in the success of his vision overall.

- *How does "vision" impact your decisions related to financial management?*

President 1. *I never touch a financial transaction unless my financial vice president approves it. Some people say that I give him too much power, but no, he is a good hearted man and he keeps me out of trouble and makes sure I don't do anything stupid or do something that I don't know what I'm doing and get myself in trouble.*

President 2. *We would not be able to do the things we need to do if we did not operate on a sound fiscal basis. And that is very central to how we are able to do some of the things that we do. My vision requires us to allocate resources for key things that we haven't done before. But we cannot do that if we overspend. The vice president and I have an agreement; he can't allow me to overspend. He's the only one who can tell me "no" on campus. In order to achieve the vision we all sit together to see how we are able*

to do it. If it means that we have to reallocate funds to get it done, if it's important to do, and that's the philosophy that we take, then we will get it done.

We established a \$25 million capital campaign as part of achieving the vision for the university and that's on the way. In about a year and a half, without having a development office, we have raised just slightly less than 3 million dollars. For a school who has never had a capital campaign before I think that's great, but we can do even better.

One of the things we are doing is educating people on the importance of giving back to the university. We have not had that before. We have not had an alumni who had a history of giving to the university. The community was isolated from the university, particularly the white community. And we have been able to break barriers and we've gotten support from the community. As a matter of fact, our first time out we had 2 local attorneys give us \$500,000 dollars each, for the first million dollar contribution to the university ever.

Personnel Management

"You must lay out the vision for them and what you expect them to accomplish, then you get out of the way and allow them to do that." - President Two

When reviewing the literature, there were just as many articles on minority faculty issues, as there were articles on the presidents themselves (Sowell, 1972 and Suggs 3 1999). Therefore, personnel administration is an area which is profoundly important to an institution because they are the frontline when dealing directly with students. Dr. Benjamin Mays remarked, "A college is no stronger than its faculty. The building may be ever so fine, but if the faculty isn't strong, the college is weak." (Mays,

1971, p. 178) It was honorable to see such a commitment to the faculty, on behalf of the president.

Just as Presidents One and Two stressed the need for their faculty and staff to embrace their vision, they both expressed the desire and commitment to support their personnel in any way that they can to help achieve the predetermined institutional goals and vision.

Empathy and empowerment were the cornerstones of personnel management for Presidents One and Two. Both seemed to be concerned about placing themselves in the situation of their faculty and staff. Their ability to understand that personnel are the closest to the students and therefore must be supported, stems from the fact that both of these presidents were educators at one time themselves.

Having worked in all levels of the university, they both had a keen understanding of what it felt like to work each job and as a result they can empathize with those who carry out the vision. As in his discussion about student affairs, President One exemplified a personal understanding of the plight of professors under his charge. Conditions in classroom settings, lack of needed materials and the like were all things he says he made priorities to address immediately.

President Two stressed the need to empower his faculty in terms of professional development and technology. He emphasized the importance of not just supporting them in word but in deed.

- How does "vision" impact your decisions regarding personnel management?

President 1. *A frustrated faculty person, no matter how gifted and talented, is no good in the classroom. So you have to have that level of empathy that will force you to try and do something about what ever it is that is frustrating them or whatever it is that is interfering with the learning process. Whether it is something as simple as the lack of opportunity for professional development or the lack of air conditioning in the building, whatever it is that can be done. But if you just close it out and just don't care, if you are satisfied with the comforts of "your" office and don't care about how Professor Joe Blow is situated over in the chemistry building then you are not being very effective as a CEO.*

President 2. *One of the things you have to do is hire good people and then support them in doing what they need to do. Part of the vision is that you lay out the vision for them and what you expect them to accomplish, then you get out of the way and allow them to do that.*

You must be there to support them when they need you. I've pretty much tried to do that. When I was the vice president dean, I hated when my supervisor looked over my shoulders and I try not to do that. Now whether or not my vice presidents agree to that is a different story. But I see myself more as a facilitator in assisting them as opposed to a dictator.

Other Current Challenges for their Institutions

"The HBCUs continue to stand as the main access point for kids who otherwise would not have an opportunity to go to school, for the under achiever." - President One

Both Presidents One and Two are currently facing changes to their institutions because of state court decisions. Throughout the country, affirmative action challenges in

various forms are underway. HBCUs are at the center of that firestorm. Institutions which were created to serve Black students, are now being challenged as exclusionary schools. Also the open admissions policies of many HBCUs are being challenged by state governments, and in some cases judicially revoked in favor of a more selective admissions process.

The aforementioned issues, state litigation against HBCUs and public perception are very much in the forefront of challenges that both Presidents One and Two face daily. They are unified in their assertion that these are problems unique to HBCUs and can be double edged swords for the universities. On one hand it could force them to exclude part of the very population they were created to serve. On the other hand it could enable them to serve a different more diverse type of student population and possibly give them access to more federal money.

Ironically these challenges caused them both to reflect on the legacy and histories of their respective universities and press forward in the midst of their struggles. President One never missed an opportunity to restate the legacy and mission of his university. Even in the face of state mandated changes to the admissions policy of the university, he holds fast to the promise that his university will always serve Black students no matter what. He joked about organizations calling from California wanting him to open a campus there, because there are no 4-year HBCUs in that state. So he understands that the role is just as great now as it was when the schools were created, only the challenges are different.

President Two takes the current challenges as opportunities to open new chapters for the university. He clearly thinks the worst is over and once the dust settles after the

court proceedings, he will be able to continue moving the university toward his vision of preeminence. Both presidents are clear that no matter what happens, it will not hinder their vision for their institution.

- What, if any, challenges does your institution currently face?

President 1. *The highest growth in HBCUs now come from out of state students, students from the west and east. In fact this is really strange, I had a letter and a phone call a few months ago from a group in CA to try and convince us to locate a campus in Los Angeles. Of course we are a state school, so we can't locate a campus in CA, but they were serious, very serious. And it demonstrated the need, the demand out there. Kids will come literally from Los Angeles without enough money to enroll in school. They will just show up here and ask us to find the money to help them. Even from some cities where there are Black schools like D.C., we get them from there as well. You have Howard and the two schools in Baltimore, but even with that, those kids want to come to the Deep South and so we are still the major access point.*

I think just as important, the HBCUs continue to stand as the main access point for kids who otherwise would not have an opportunity to go to school, for the under achiever. We are still a predominantly open admissions institution. HBCUs are about opportunity. That cannot be said for a University of Michigan, or a University of California where there are standards to be met. Standards that were designed by other folk, for other folk. Standards which were not designed to measure the true ability of minority students, who operate with different learning skills and learning styles, and who have had unequal access to the opportunities at their "secondary schools". So we are

still the major access points for some of the opportunities for Black people in this country. That will not change, if anything it will become more important.

President 2. *Our greatest challenge is a pending state court case, in terms of resolving that and the kinds of things we are responding to with the judge's orders. That takes up an inordinate amount of our time. Probably at least 3 or 4 days out of the week, I'm in some meeting related to that.*

The other aspect I would think is dealing with the image of this school. I think because this school has struggled for many years as it relates to the court case and the whole notion of closing the school, there were many persons when I came here who still harbor the notion that we were a school on the verge of closing. I think we've done an outstanding job of getting positive information out. One of the things that we try to do is get positive news articles out in the media and on tv. As a matter of fact there is a running joke in the local community, that if we are not in the newspaper then there is no news.

Future Goals

*"We are about adding solid graduate programs with meaningful student enrollment in those programs." -
President One*

The vision for the future of the institutions lead by Presidents One and Two is very succinct. Their visions did not seem to be just an exercise in rhetoric, rather they seemed to be well on their way to achieving their predetermined goals through action. And as true leaders, they each have new goals waiting in the wings, after the current goals have been met. President One has a very specific goal in mind. Meanwhile,

President Two has more of an overall set of future goals, all centered around moving from excellence to preeminence through academic success for his students.

President One reminisces on memories of Dr. Mays (a Morehouse College president), as he speaks of his goals for his institution. He also allows his healthy competitive nature to shine through as he sets his sights on a goal which was already achieved by another HBCU. Clearly the future is centered around the production of Black Ph.D. students with more options at HBCUs for their terminal degrees.

- What "vision" do you have for the future of your institution?

President 1. *Professional programs and professional degrees are all the expensive things. But if I had the federal budget behind me, I could do better too. So that's where we are going, the vision is clear and we are in a hurry to get there. All my people know we are about adding solid graduate programs with meaningful student enrollment in those programs. And we are going to grow it as quickly and as solidly as we can. If we do it right the quality and numbers will come automatically.*

So that's the direction and as a public institution we can move a little faster than most private institutions. Remember we are in the poorest state in the union and I think we are doing miracles given that this is the poorest state in the union. You have this big giant Black institution sitting here doing rather well, because we've learned to do so much, with so little, for so long, it begins to become second nature.

PERSONAL OFFERINGS

Guiding Theories, Philosophies and Authors

*"I kept a diary of management styles and individuals, and I use to read biographies of college presidents."
- President Two*

The research question which addressed guiding philosophies, theories and theorists is important because it gives insight into the ideologies of the interviewee's. Who they read, what they read, whom they quote, all has an impact on how they will see their tasks and what kinds of actions they are likely to take.

President One's philosophy which guides his actions is a philosophy of humility. He believes that the intoxicification of power is a real threat to HBCU leadership. He mentioned several texts which have guided his thinking over the years but a few stood out during the interview. He specifically recalled the autobiographies of former President Nixon and other presidential memoirs.

Being a student of the American Presidency as a political scientist, President One truly had a grasp on the concept of power and the responsibilities which surround his office. Not only that, he expressed great concern for avoiding the mistakes which have caused many to fall from grace.

Character meant everything to him and that correlated directly to the legacy which he wants to leave behind. He, like President Two also expressed an affinity for the biographies of HBCU presidents past. It was almost as if he could quote them chapter and verse. He knew the words of his mentors well and studied them extensively on his road to the presidency.

Though President Two did not name specific theorists or philosophies, it is clear that exposure to the actual environment and reading contributed to his interest in the office of president. His determination as a grade school child, caught my attention. He stated that he knew from the 9th grade that he would be an HBCU president. From that point he studied those who had walked that path and positioned himself to achieve his goal of gaining the office he had dreamt of as a boy. Indeed, having read the same biographies which they spoke of, would inspire almost anyone to seek greatness. So actually the biographies and autobiographies of HBCU presidents past have contributed much to those who sit in the office of the president today.

- Are there any theories, philosophies or theorist which influence you as an HBCU president?

President 1. *There are several philosophies I think of very often, coming out of the political sciences. You tend to think of people in public life or in the academic community. And I think I understood power better than most people. Hans Morganthau a professor out of the University of Chicago wrote a book called the Politics among Nations. It was a book about international relations and how nations behave in an international community. It talked about the use of power. And you translate that to human level, its pretty much the same thing.*

So I learned a great deal from that book and a great deal about the power of politics in America. I think the greatest lesson I had coming into this job is how to avoid the intoxication of power, how to not let power intoxicate you.

College presidents that get loose with the money, start paying their own bills with school revenue. Using school funds to take care of your women, giving scholarships to your friends, or start having affairs with students. Using your power over students to result in sexual encounters or with faculty members and staff members.

President 2. *I guess for me, I've always known what I wanted to do since I was in the 9th grade. The first time that I ever visited a college campus. Just the excitement that I saw, I knew that I wanted a life in academia. As I got into the field and knew that I wanted to be a college president. I began to take bits and pieces from persons who were my supervisors good and bad. I kept a diary of management styles and individuals, and I use to read biographies of college presidents. I used that to help develop what this whole world is all about as a college president. It was not any one particular person; I guess it was a variety of persons.*

Personal Challenges

"According to the rumors, I went from being fired one month to leaving the next month because they said I didn't like the board and all the mess." - President One

It is often remarked on the mystical nature of the HBCU culture, particularly the culture surrounding the office of president. That in itself creates a challenge for those who are all too human while leading these institutions. A phrase comes to mind, "crab syndrome." The premise of this phrase is that Blacks often wait to see one another rise to the top, only to pull them back down to the bottom, like crabs in a bucket.

As President One shared his personal challenges with me, the thought of "crab syndrome," kept running through my mind. How sad that many of these presidents do

such tremendous work for not only the institutions they serve but the surrounding community as well, only to be vilified or mistreated, often by their own people.

President One, seemed to use such challenges as fuel for his spirit. It is as if he is saying " every bad rumor is demolished by excellence." So he presses on, with a few simple goals that he is working toward in the final stages of his tenure as an HBCU president.

President One eloquently articulated a few of the personal challenges which often face HBCU presidents. He highlights the rumor mill, past scandals and other issues which directly affected him as the incoming institutional leader.

- What personal challenges do you face as an HBCU president?

President 1. *Recently there was a rumor, and it was just a rumor, going around that the board was ready to replace me. And people asked why, I don't know, it was no reason, just rumors being spread. That was in April, it didn't happen. Then in May, the rumor started that I was going to leave on my own, that I was tired of the mess. They had me going to Virginia, to California, and to Florida, because they heard me talk about how much I love the water in Florida. Then they had me going to another HBCU, because the president there was having trouble. So I went from being fired one month, and the next month I'm leaving because I didn't like the board and all the mess.*

You operate in that kind of environment, but on the whole the school had so many problems before I came aboard and quite frankly it wouldn't have been difficult for anybody to mess up given what you were coming out of. It would have been easy to make a positive impression on the community because so many bad things had happened.

It's kind of like coming after the greatest president the school has ever had. It's almost impossible to do well when you think about the poor guy who had to replace Benjamin Mays. I mean what are you going to do next. Or the guy who replaced Mordecai Johnson at Howard, what are you going to do to beat that show?

So mine was just the reverse, my predecessor had a lot of difficulties and left in the midst of some very disturbing news and so his departure was anything but peaceful. Coming into that, anybody had a good chance of success as long as they didn't repeat what he did.

Personal Goals

*"We are going to become a leading provider of graduate education of Black folk in this country." -
President One*

At two different points in their tenure, both Presidents One and Two are very passionate about the personal goals they have set for the duration careers. President One has a few short years left as an HBCU president then he plans to return to the classroom. President Two is in the midst of his career as an institutional leader and is in many ways, just getting started. They each have some very interesting personal goals and seem to have built the foundation to put those goals into place.

President One sincerely wishes to add PhD programs to his institution, which will in turn add to the number of Black doctorates overall. He sees that as a necessity for the community and has placed his institution in the position to achieve those goals fairly soon.

President Two has the simple goal of constantly attaining the predetermined goals while setting new ones. They are both very ambitious presidents and are well on their

way to attaining the goals they have set for themselves and their institutions. His strategy was to put the best team in place he could to bring his vision to life. And a strong vision it is indeed.

- What are your personal goals as an HBCU president?

President 1. *We are going to become the second leading provider of graduate education of black folk in this country, number one being Howard. It's going to take a long time before anyone can pass Howard; they've got such a big start. The way they got theirs was federal money. Mordecai Johnson had that vision years ago. We need a revenue source, an unlimited revenue source. And what better one than the federal treasury. And his job was to get Howard on the federal payroll. That was his vision and he did it, and when he got the federal government to adopt Howard that was it.*

Here is a school with 10,000 students and 27 PhD programs. They don't have the students to support those programs. There is no way in the world Howard can live without the federal dollars coming in there. They are smaller than us. 10,000 students and 27 PhD programs. Do you know how many faculty members it takes to run a PhD program? And you've got 27 of them plus a law school, plus a medical school. A medical school is the biggest losing proposition you can have. There is no way you can run a medical school and break even, there's no way, it's a losing proposition. Even the private schools, all those schools underwrite the cost of the medical school operations with undergraduate fees and such. You can't charge enough tuition to pay for a medical school operation. And here Howard has all of that and just 10,000 students. And so it's the federal money. Nobody's going to pass them, not Clark Atlanta, nobody. The school

that's closest is probably North Carolina A and T. They have a goal of 20 PhD programs and they have about 8 now. We are going to have 8 to 10.

But we have something they don't have; they only have 6,000 to 7,000 students. We have 10,000 and we are going to grow, we are going to go down a bit but we will come back up. I intend to grow as many PhD programs as I can but I've got to have the students to grow it. Now Fred Humphries is on the right track down at FAMU, he's got over 12,000 students on that one campus. Fred has all those students and he doesn't have any other campus to hold them back, so he's just running full speed ahead. So we are going to try and do that to, we both are running in the same direction. And we are going to all get there it's just a question of who gets there first, and I'm going to try and be the first one there. But we are going to make a good run at Howard.

President 2. *It's going to take time to achieve the goals that we set for the university. I'm hoping that I have the opportunity to stay here long enough to do that. Now how long that takes I'm not exactly certain. We do have a 5-year plan. And every year we review where we are and keep adding to that, so those 5 years keep moving.*

Personal Legacies

"The buildings will be there, and we will have the program names, but when they think about excellence I want them to think about this administration." - President One

The legacy of an HBCU president is of profound importance. As evidence in this research, the legacies of many of the pioneering HBCU presidents heavily influenced Presidents One and Two. Therefore the legacy an HBCU president leaves behind has the potential to shape lives, for all posterity.

Dr. Benjamin Mays had a clearly articulated legacy that he wished to leave at Morehouse College. He said, "I tried to develop an academic community that was supra culture, supra race and supra religion and supra nation. I tried to build this kind of college because I believed then, as I do now, that unless we succeed in building this same kind of world mankind's existence on earth is indeed precarious." (Mays, 1971, p. 310)

John Hope also had a legacy which he felt he did not have the time to pass on to the person following his tenure. He stated, "If I could only tell my successor what I was trying to do...there is so much work left to be done." (Davis, 1999, p. 338) He uttered those words to family just before his passing.

President One has one eye on his goals and the other on resuming his life after the presidency. But it is clear that his legacy will be in tact upon his retirement. Just the growth on campus and the advances technologically on campus since he became president have sealed his place in history. He also made some very profound statements about the current tenure trends of HBCU presidents and his philosophy about staying until your task is done.

President Two is holding fast to the office of president with no plans to leave it. He is very much in the midst of his career and positioning himself to be quite the power broker as a college president. He does not yet speak of a legacy because it's too early in his career for that. But clearly the growth his institution has experienced since his arrival has been phenomenal and will also seal his place in history.

- What personal legacy would you like to leave after your tenure as an HBCU president?

President 1. *I've got my eye on that sense of history and not in the self-serving kind of sense of history. Just believing that if you do right, everything else is going to take care of itself.*

The buildings will be there, and we will have the program names, but when they think about excellence I want them to think about this administration. How we moved this administration from an open admissions one to a successful selective admissions institution. And at the same time not having forgotten the community from which it came. That's how I want people to describe this administration

And so I think we've been able to do that. We've had a good run for two and a half years. These things don't last long. You do your thing, you do it right, you get out and let somebody else have a shot at it. I came in knowing that I would be here five years and go back to the classroom. And so I've been here two and a half years and I intend to serve two and a half more. I came in the door and told the system president, and anybody else listening, including the board chairman, that you got five years to let me do my thing. Then let me get on the side and give somebody else a chance. We don't have to worry about how long he's going to be here and all that stuff, you know after five years I'm leaving and going back to the classroom and I'm going to enjoy the rest of my career teaching and fishing.

President 2. *My colleagues tell me that if we achieve all that we have on the table here, then there is no reason to go anywhere else.*

EMERGENT THEMES

Personal Sense of History

Of all the areas in which Presidents One and Two were questioned, the single most frequent recurring theme was their vision as it related to their personal sense of history. Every thought, action and deed seemed to be guided by their understanding of the history and legacy of their institutions.

One of the most telling findings was that both Presidents One and Two studied the biographies/writings of HBCU presidents as young boys. It was almost as if they felt they were chosen, divinely, to walk the path they now follow. Clearly the triumphs and challenges of early HBCU presidents made a profound impact on both Presidents One and Two.

President One, being near the end of his career as an HBCU president, spoke eloquently about his mentors Mordecai Johnson, Benjamin Mays and a host of other presidents who served in the early days of the Atlanta University Center. His in-depth knowledge of their personal and professional challenges seemed almost as a map for his career in that he stressed the importance of learning from the pioneers and having a strong respect for the history of early HBCU presidents.

President One also made it very clear that he fully understood the stony path which was walked by his mentors. His thoughts concerning the love/hate relationships many of them endured as presidents, seemed to help him keep his own challenges in perspective. Also, knowing that even though his mentors struggled, they were still victorious at their institutions and left profound legacies, seemed to give him a sense of

joy and hope that he too will be able to leave a rich legacy to his institution in a few short years when his stint as an HBCU president comes to an end.

President Two, being in the early stages of his HBCU presidential career, had a more global approach to incorporating the historical aspects of HBCU presidents past. Although he has full understanding and respect for the triumphs and challenges of his historical mentors, he believes that today's challenges are somewhat unique when compared to those of the past. Therefore, his mind focuses heavily on the future, which is tempered by reflections of HBCU presidents past.

In contrast to each other, Presidents One and Two disagreed on the ascendancy patterns of HBCU presidents past. This could have been due to the generational differences in the two presidents. President One, who is in his late sixties, clearly recalls that presidents of old were usually chosen as political appointments. He further offered that they were usually not people who climbed through the ranks of the institutions, but rather they were people who may have been administrators who were promoted. On the other hand, President Two recalls that presidents of old were academicians who most often climbed through the ranks and made the natural progression to the office of president.

On the issue of attributes which make successful presidents, President One began with the attributes which he saw in his mentors. He spoke of Mordecai Johnson, J.C. Clark and Maceo Mance stressing the need to be exceptionally good listeners. He also felt they were men of strong conviction and ability to overcome challenges. It was clear that he truly emulated that which he saw in the greatness of others.

Overall, the personal sense of history was paramount for both Presidents One and Two. They both seemed to approach each challenge and task from the historical perspective first and then considered the contemporary influences which would guide each decision.

The Work of the Institution Over Time and Space

Without hesitation, both Presidents One and Two strongly articulated the fact that HBCUs will always serve the needs of Black students first and foremost. Even in the face of a changing educational landscape, they were both adamant and steadfast in their responsibility to not only Black students but also the Black community at large.

President One recalled a time when almost 100% of the Blacks who held a college degree earned it from an HBCU and now that number has gone down to about 25%. But he also makes the point that given the current political climate and the push to end affirmative action in higher education, more Black students will choose to attend an HBCU. He made specific mention of the requests to open satellite campuses in places like California, where affirmative action in higher education has been repealed and also where there are no four-year HBCUs. That shows a shift in the thinking of many Blacks who would not have chosen an HBCU, but are now reconsidering their options for a college education.

There was also a heavy emphasis, from President One, on the importance of never abandoning the original task of the HBCU. In his opinion, the HBCUs purpose is to serve as the "beacon" for Black people. He further states that HBCUs serve as the entry point into Black middle class and the point of ascension. Those are very strong tasks

which are supported by the statistics cited in a research report from the American Association of University Professors. According to their study, the number of Black professionals who hail from HBCUs, as opposed to those who come from majority institutions, is outstanding. Thus, the assertion by President One that HBCUs serve as the major portal of Black middle class ascension is correct.

Both Presidents One and Two also face recent/current dilemmas concerning admissions policies and/or reverse discrimination/affirmative action legislation. Both institutions have been or are being redesigned in order to meet new mandates. President One faced the challenge of preparing his institution to alter its admissions policy from that of open admissions to selective admissions. He noted many of the political implications which influenced passage of the new state policy.

The infusion of a new community college system was the major turning point in the states decision to force his institution to become a selective admissions institution. His concerns immediately turned to who would be the leader of the community college system. He was adamant that it had to be someone who understood the HBCU system and would therefore encourage the community college students to continue their education at a four-year institution.

After a few years in the new system, President One seems confident that both he and the leader of the community college share common goals concerning the welfare of Black students and will continue to work together in their best interests.

President Two faces a slightly different challenge in that his institution has been ordered by the state to ethnically diversify its student population. Given the geographical area in which the school resides, that is quite a challenge, but one which President Two

feels confident he can meet. He plans to tackle the issue of diversity through the infusion of new degree areas, particularly in the field of technology. His contention is that if they offer the best education in the area, regardless of it being an HBCU, the students will come to receive a quality education.

Both Presidents One and Two rose to the challenges which their states placed upon them. They each realized they had little choice in the matter, but decided to ensure that while they will wholeheartedly comply with the new state policies, they will not allow the mission of their institutions to be diminished in any way.

The Tensions Between Service and Community

Of the areas which were discussed with both presidents, the area of student affairs/student services was the most surprising of all. The level of understanding which both presidents, particularly President One, seemed to have as to "a day in the life" of an HBCU student, was remarkable.

President One exemplified a highly enlightened sense of the challenges his students face, and it was not just from an administrative point of view, it was almost as if he were walking in the shoes of his students. He clearly understood the primary problem, which according to the literature plagues most HBCUs, is the registration/financial aid process. He stated that he is fully aware that the institution had been frustrating students for years with the system they had in place. He also spoke of the red tape, unnecessary procedures and logistics the school was utilizing to service student needs.

President One was profoundly thankful for the new technological advances which allow them to streamline and automate many of the functions which would take days to

complete in the past, that can now be done in a matter of minutes by students. He also physically moved all the student service related offices to one building so that the students could handle all their transactions in a sensible manner without darting all over the campus. With internet and/or telephone registration and automated financial aid, President One sees the positive results which have eased some of the problems he constantly faced in the area of student affairs.

One other issue which relates to the "culture" of the institution is that of customer service. He was fully aware that there has always been a stigma attached to HBCUs in that many of its staff had a reputation of being discourteous and even nasty toward their clients, the students. He launched a campaign to change the actions and image of the staff at his institution. His goal of creating a "student-centered" institution would only be realized if the staff bought into it completely. Overall his sincerity toward and empathy for the clients he serves is admirable, as his intentions were not only to improve for appearances, but also to truly make life easier for the students at his institution. His candor in this area was not only surprising but also quite amusing and very impressive.

President Two also expressed great concern for his institution being student-centered. He even went so far as to use the demonstration of a student-centered ideology as a pre-requisite for anyone hired to be an administrator at his institution. This president also required his administrators to meet with their student counterparts on a regular basis, so as to keep their finger on the pulse of the students.

Overall, both Presidents One and Two took student affairs very seriously and made it quite clear that the ways of old would not be tolerated any longer and students would be put first at each institution. But there are two sides to the story of student

affairs/student services. Ironically, one particular issue was a problem in the days of John Hope and is still a challenge today, as evidenced by President One. The issue of students showing up on the HBCU doorstep with no money to attend college and expecting the president to make a way out of no way, has been one which presidents old and new face.

President One, although fully aware of the problems which the university is responsible for, showed great concern for the fact that even though the HBCU is the beacon for the Black community, it still takes money to educate students. He spoke of students who took busses all the way from places such as California, with no money to enter school. It seemed to be heart wrenching for him to fathom turning students away, but sometimes the school would have no choice. So even though these presidents take great responsibility for the actions of the institution, they also feel that students must share in the responsibility of their education.

Maintaining the Dignity of the Office

First and foremost the issue of "character" was a powerful recurring theme for both presidents. However they approached this issue from very different perspectives. But the one thing both Presidents One and Two said, in almost the exact same words, was that they each have financial managers who keep them above reproach and they don't ever spend a dime without their prior approval.

President One spoke of the concept of character with such a great level of seriousness. He recounted how he has witnessed so many HBCU presidents fall because they allowed themselves to be "intoxicated with power" and as a result, did something which showed little or no character and ended up losing their job.

He spoke of such problems as presidents not respecting the institution's purse, having funds unaccounted for, being of low moral character or getting caught in compromising positions with staff and students. President One was certain that the intoxicification of power was responsible for the fall of many great presidents and was a major concern in terms of him keeping his power under control.

His most profound remark was, "it not only has to be right, it has to look right." He used that to refer to the fact that he never rides in a car alone with women and that he always includes his wife in as many activities as he can. He was very candid about the evils which fell upon the president who preceded him and how challenging it was not to be seen as the same kind of person, with the same kind of loose character which cost him the office.

Like Dr. Benjamin Mays clearly articulated, "...being an HBCU president is no bed of roses and is often a bed of thorns." According to President One, HBCU presidents are expected to be all things to all people and are held to an extremely high standard in the community and at the institution. That left little room for error and mistakes, particularly if you follow someone who left the institution amid scandal.

President One was very sincere about how he intends to leave the institution with a high level of dignity. He took very seriously the legacy which his administration would leave and the issue of character was the number one priority.

Both Presidents One and Two have a clear understanding of how they are viewed and scrutinized as the institutional leader of an HBCU. Given that, they both made concerted efforts to not only be above reproach but also give the overwhelming appearance of being above reproach. They each realize how easily scandal can arise and

what it takes to avoid such problems which can derail their vision and goals of their administration.

Lastly, they each have a great respect for the history of HBCU presidents past and took great pride in carrying out their duties with honor and character, just as many of their mentors had in years past. That more than anything else seemed to fuel their sincerity as it relates to the dignity of the office of HBCU president.

SUMMARY OF THE DATA

The data presented reflect the outcomes of the questions posed from the interview guide located in Appendix B. It covered a wide range of questions all centered around the vision of an HBCU president and how that vision affects institutional administration in the following areas: institutional administration, student affairs, financial management, personnel management and academic affairs.

The responses of Presidents One and Two were supported by historical information from Dr. Benjamin Mays and John Hope (historic early presidents of Morehouse College). One Administrator and One faculty member also participated with supportive insights to aid the main interviews. Observations of the participant sites were also included.

It was also noted that the responses were often predicated upon the stations in tenure for each president. One president is near the end of his career as an HBCU president and about to retire to the classroom. The second president is early in his tenure and is much younger than the first president. Therefore their answers were tempered by their years of tenure, sense of experience and knowledge of history.

The analysis of data centered around the emergent themes which arose from the responses given by Presidents One and Two. The emergent themes are as follows: personal sense of history, the work of the institution over space and time, the tensions of service and community and finally the theme of dignity and the office of president.

The theme of personal sense of history was quite profound and played a major role as it related to their vision and the execution of their tasks. They each had a very

keen sense of history and both actually studied the biographies and writings of early HBCU presidents as a child.

The work of the institution over space and time focused on their thoughts related to the changing landscape of the contemporary HBCU and how that would impact the mission and legacy of their school. Both presidents were involved in state mandated changes in policy which would directly affect the landscape of their institution. However, they each used their dilemmas as an opportunity to grow and challenge the university. Tensions between service and the community, was admittedly an achilles heel for both presidents. They each realized the gravity of change in the area of student-centeredness and were both actively altering the culture and climate for students at their schools. The issue of maintaining the dignity of the office of the president was of paramount importance to both Presidents One and Two. They each passionately spoke of how important "character" is to their job and also the importance of proper appearances.

CHAPTER 6

FINDINGS, CONCLUSIONS, IMPLICATIONS and RECOMMENDATIONS

FINDINGS

The findings are based on the research questions. There were nine research questions which covered a myriad of topics all centered around the vision of the president and its impact on their task as the institutional leader of an HBCU.

- *What, if any, impact does the president's vision have on his/her success as the institutional leader of an HBCU?*

The impact of vision had profound importance on these institutions for both presidents. Vision was a mandatory component which provided a vehicle by which their goals and dreams could be articulated and as a result, brought to fruition. Their visions were, in a sense, a non-negotiable standard by which they selected those who would carry out the duties of the institution. For both presidents, the vision was the starting point for all actions and decisions. Regardless of the question posed, the answers always began with the vision at large and that seemed to be the way each president approached every aspect of their administrative duties.

The historical data overwhelmingly supported the notion that an HBCU president's vision is key to institutional success (Mays, 1971). Administrator One also

shared the view that the vision is important to all aspects of the institution and must be articulated clearly to all under the president's charge.

- *According to an HBCU president, what is the role of an HBCU?*

Both Presidents One and Two were very clear on the role of the HBCU and according to both, the current role is no different than the original role of the HBCU. Overwhelmingly, they each spoke of the responsibility of educating Black students, many of whom would have no other place attend college. The presidents spoke to the current relevancy of the HBCU. The affirmative action challenges and other similar court cases are the reason they emphasize the necessity of protecting the HBCU as the entry point into the Black middle class, as it always has been.

- *What role does your vision play in the five following areas, as it relates to the execution of your duties?*

Academic Affairs

Student Affairs

Financial Affairs

Personnel Management

Institutional Administration

Although both Presidents One and Two agreed theoretically on the approach to institutional administration, the paths they chose to achieve their visions were different. But two main leadership strategies emerged from this topic: fairness and delegating responsibilities.

As the lead administrators of such large and complex operations, both understood that they must trust others to follow their vision and then allow them to carry out their duties without being micromanaged. According to each president, it was also very

important to execute the duties of institutional administration from a fair and ethical standpoint. Character was an attribute which was repeatedly mentioned as a crucial part of institutional administration.

The second area, Academic Affairs, was one which both cited as their top priority in the long list of institutional priorities. Academic affairs was clearly the cornerstone of each institution and therefore treated as such. They also took great care to recruit academic administrators who understood the vision and the priority of that specific area.

Student Affairs was one which both presidents took great pride in highlighting. They each had a keen sense of empathy for the students. President One had a highly sensitive knowledge of the plight of students on his campus and as a result his decisions and actions were very student centered. Both presidents expressed a desire to emphasize a service-orientation toward students; As a result, the area of student affairs was a very high priority.

Very succinctly, Presidents One and Two stated that nothing else in the execution of their vision and duties would be possible if they were not fiscally responsible. Not only were both very careful about the university's purse, but also they each spoke of the importance of keeping themselves above reproach and scrutiny. Both presidents went to great lengths, even to the point of relinquishing some power, to ensure that they allow the financial manager to keep them out of fiscal mis-management both personally and institutionally. The issues of fundraising and government aid were both very important to these presidents as they emphasized the many fiscal responsibilities an HBCU president must undertake.

As it related to the final area, Personnel Administration, a very refreshing finding emerged. Contrary to most literature (Jones, 1973), both presidents focused on being facilitator not a dictator. They each stressed the need to be inclusive and trustworthy of those they have hired as administrative leaders over the major areas. They both acknowledged that it takes people who have specialized knowledge to bring their visions to life and those people must be given room to succeed.

- *What role, if any, does the legacy of the institution play in the vision of an HBCU president?*

The responses to this question seemed to be based on the varying stations in life and tenure of each president. President One, who is near the end of his career as an HBCU president, was very clear on the legacy which he would like to leave his institution. More important than the tangible monuments to his service, he wants to increase doctoral programs at his university, which will directly impact the number of Blacks who hold terminal degrees. That is the foremost legacy he wishes to leave.

President Two, who is at the early to mid stages of his tenure as an HBCU president, has not yet reached a point in his career when he considers his legacy an issue. He is still very involved in the immediate vision and goals which are well within his reach.

Overall, both presidents were very humble about the history and responsibility which they now hold in their hands as the leaders of two very old and prominent HBCUs. They paid great homage to the leaders which began the path they follow. So in that

respect, the legacy of the HBCU was alive and well in the hearts and minds of these two HBCU presidents.

- *What attributes make a successful HBCU president?*

There were several attributes which were highly emphasized by both presidents. An understanding of the academic community, keen listening skills, empathy for others, common sense, good judgment, determination and high energy were all attributes which were highly recommended.

- *What philosophies and/or theories guide HBCU presidents?*

Overwhelmingly the literary influence which set the stage for both Presidents One and Two were biographies of HBCU presidents' past. They both recalled fondly, their early youth and reading the stories of men who would change their lives in ways they did not understand at the time. President One also relied heavily on writings which followed his own academic area of political science. Books which emphasized the influence of power and how it affects those in leadership positions, were his guiding texts.

- *Is the current ascendancy pattern for the office of HBCU president different than it was historically and how did you ascend to the office of president?*

Both Presidents One and Two acknowledged that the early leaders of HBCUs were very different than those of today, in several ways. The selection process was quite different. HBCU presidents were most often, fair skinned Black males who were groomed for the office of president. They usually came from careers as preachers.

But both presidents agreed that today's ascendancy pattern is very different and that it is changing more with each appointment. Businesspersons, lawyers and the like are now being selected over teachers and those with a long academic history. The question of whether a university should be run like a school or like a business is guiding these new ascendancy patterns, according to both Presidents One and Two.

- *How does your vision impact the personal challenges you face as an HBCU president?*

President One highlighted the importance of staying true to your vision, even in the midst of rumors, scandals and other challenges which often plagued HBCU presidents. It was clear that this area is one which they felt uniquely affected presidents of HBCUs more than those of majority institutions (Mays, 1971 and Davis, 1999). The main response was to remain focused on the predetermined goals set for the university.

CONCLUSIONS

Post-analytical findings lead to the conclusion that "vision" is the single most influential factor to the selected presidents. It guided every notion, action and decision, serving as a constant reference point. The concept of vision was very clear to both presidents. It was as if vision was an innate attribute of both leaders, as a result, each and every answer was guided by their vision.

The vision of Presidents One and Two was the guiding factor in each area which was researched. Institutional administration, academic affairs, financial management, student affairs and personnel management were all directly influenced by the vision of the president.

The key determiner of how each president viewed the legacy, history and responsibilities of his office was completely affected by the president's vision. Even the personal challenges of each president were handled with consideration for the overall vision of the university first and their personal well-being second.

Both presidents also possessed a very personal view of their duties. Each had a surprisingly in-depth knowledge of the details of each area under their charge. Empathy for those they serve was a major priority and an overall respect and sense of responsibility for the office of president was overwhelming.

Each saw their role in relation to their station in life. President One took a more historic path to understanding his role as an HBCU president. In contrast President Two clearly placed his role in the context of the future needs of his institution.

In addition, the supplemental participants both overwhelmingly agreed that the president's vision is key to a successful institution. Both stressed the need for the faculty and staff to have a clear understanding of the intended direction in which the president is leading the institution and insisted that the articulation of that vision is mandatory to all under his charge.

The historical documentation provided a clear historical context in which to place a president's vision. It was certain, according to their writings, that in earlier times the HBCU president also struggled with their vision as it related to the various aspects of institutional administration. And they each highlighted the importance of vision throughout their memoirs. It was almost a cornerstone of their writings.

IMPLICATIONS

As noted in this research, there is a shift in focus at the two selected institutions. As a result of the new visions and priorities of each president, the approach to institutional administration will likely alter quality of student life on both campuses. The empathy and understanding of both Presidents One and Two allow them to make decisions and changes based on current student needs. Also, the infusion of technology allows them to provide services in ways which take the frustration out of registration and financial aid. Those and other changes will greatly affect the quality of student life on both their campuses. But the key to it is the vision and foresight each president had to move in those directions on behalf of all they serve.

The new technology components, coupled with the vision, empathy and in-depth understanding each president has for the clients they now serve, will allow for an improved student experience. That could facilitate the success of the institutional goals set in accordance to the vision of both Presidents One and Two at their respective universities.

This research could also prove beneficial to the public at large. The ability for prospective students, employees and benefactors to have an understanding of an HBCU president and his vision, in such a candid and sincere way, would allow them to make well-informed decisions concerning their possible interaction with the school. It would also prove very helpful to leaders who may aspire to the office of HBCU president. This research may aid their understanding of the challenges and issues HBCU presidents face,

as well as provide a historical context by which others may approach their ascension to the highest office of a Historically Black College or University.

Presidents One and Two each had a vision for their institutions before they took office as the chief executive officer. Their common goals seemed to be the infusion of their vision on all levels of the institution, with an end result of aiding student success and improving student life.

Both presidents also spoke of the need to have fair and timely information disseminated about today's HBCU. Thus, the data provided here could serve to dispel myths as well as provide a rare look into the mind of contemporary HBCU presidents. Further to that end, this research served to highlight areas of the unique cultural implications of an HBCU, which directly affect the ability for the president to disseminate his vision. The candid nature of the interviews with Presidents One and Two helped to clarify the culture of their institutions and their approaches to institutional administration as an HBCU president.

RECOMMENDATIONS

Further research of this topic would be very helpful, particularly if new research was designed to address the limitations of this study. Future studies that are more diverse in gender of the president and demographics of their institutions, would prove to shed even more light on the impact of vision as it relates to HBCU presidents.

It is also recommended that HBCU presidents could benefit from a hands-on student centered approach, similar to the philosophy and actions of Presidents One and Two. This will enable them to identify formal and informal ways to articulate their vision and aid its dissemination to all under their charge.

Another very important aspect, which could be addressed by HBCU presidents, is their lack of accessibility to outside researchers. Presidents who are more accessible to researchers and writers would have access to a greater audience which would enable wider exposure of their vision and assist a more thorough understanding of their institutions.

This research is also highly recommended for anyone aspiring to the office of president at an HBCU. The insights of Presidents One, President Two and Administrator One, provided a broader context through which an HBCU president can be understood. This research can provide a clear sense of the thoughts, ideologies and vision which lead two of this countries HBCU presidents.

SUMMARY

The findings, which were based on the answers to the research questions, showed the overwhelming influence "vision" had on the decision-making processes of both HBCU presidents. The thoughts and actions of both Presidents One and Two seemed to center around their vision as the primary influence.

There was also a very strong sense of history and legacy as each president reflected upon the actions of HBCU presidents past and the histories of their respective institutions. That strong sense of history along with their vision, guided every major decision concerning the five areas of concentration within this study.

The conclusion emphasized that "vision" indeed was the single most influential factor related to institutional administration for both Presidents One and Two. Each president was surprisingly candid about their vision and the triumphs and challenges related to that vision. Both the administrator and faculty member agreed that the single most important task of their president was to articulate the vision clearly to all whom they serve. This was also reinforced by the historical documents written by Drs. John Hope and Benjamin Mays.

The implications from this study are far reaching for the HBCU community. Such an in-depth study of HBCU presidents and their personal vision could prove to be beneficial for aspiring higher educational leaders, prospective students and supporters of HBCUs.

The recommendations were that HBCU presidents may benefit from finding formal and informal ways to disseminate their vision to a large audience. Also, further

study with a larger and broader group of HBCU presidents would enhance the existing pool of literature on this and related subjects. There was little literary information available on the vision of HBCU presidents and further research would provide a more holistic view of the privileged few who are charged to lead Historically Black Colleges and Universities.

APPENDICES

Appendix A - Letter of Invitation

May 9, 2001

Dear :

I am honored to request your participation in a survey of outstanding HBCU Presidents whose legacy and vision will provide great insight for my dissertation project. My name is Alicia Simon and I am a doctoral candidate in the department of Educational Leadership at Clark Atlanta University. As faculty in the sociology department, also at CAU, I understand the importance of the Presidents vision and therefore I am undertaking a study which would be greatly enhanced by your expertise.

The title is: A STUDY OF THE RELATIONSHIP BETWEEN THE PRESIDENTS VISION OF MANAGEMENT & THE SUCCESS OF SELECTED HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

It is likely that you receive countless offers to share your views and knowledge as the premier leader of your institution. However, I would be honored if you would lend your considerable experience to a project which is timely and could enhance our overall approach to viewing HBCUs.

Enclosed is the questionnaire, I tried to keep it as succinct as possible for your convenience. It can be completed by hand, typed or emailed. If at all possible to speak with you briefly by telephone, I would greatly appreciate that opportunity.

My only request is that you please try to return your responses to the interview by September 15, 1999, as I am required to submit the data for completion of my dissertation shortly after that time.

As alumni of two HBCUs and realize first hand the massive importance of such a project. Your vision and ideas affect many and should be honored. If you prefer your responses to be handled anonymously, I will certainly honor that. My goal is to produce an overall picture of the leadership at HBCUs that guide a growing number of students. Thank you in advance for your participation in this project.

Please feel free to contact me with any questions or clarification about this project.

Sincerely,

Alicia Simon
Professor of Sociology, Clark Atlanta University

1. Role of HBCUs

1a. What is the current role of the HBCU and has that role changed over the years?

1b. How does the legacy of HBCUs affect your decision-making process as it relates to management of the school?

Personal Vision & Mission as an Educational Leader

In one paragraph, please share your personal vision statement as an educational leader

Please explain your perception of the ascendancy patterns of current HBCU presidents

State 5 personal attributes that an HBCU president must exemplify

What legacy would you like to leave the university?

Is there a relationship between the president's vision and actual success of the university? If so, how?

3. Hierarchy of Priorities

3a. Please number the items in order of importance

Academic Affairs _____ Student Affairs _____ Financial Management _____
 Personnel Management _____ Institutional Administration _____

3b. Explain why your number 1 selection is the most important priority?

Academic Affairs

4. How does your personal philosophy influence the selection of deans or other academic chairs?

Is the expansion of current academic departments a need at your school? If so, which specific areas would you like to add and why?

Explain your philosophy of the relationship between the graduation rate and overall school success

Student Affairs

5. List all activities in which you engage with students:

Open Door Policy

Walk around campus frequently to interact with students

Meet in common student areas during lunch

Attend student functions or sponsored events

Meet with student government officials regularly

Have chat sessions open to all students regularly

Other _____

☐
☐
☐
☐
☐
☐
☐

What is your philosophy concerning student access to administrators?

5i. How important are sports and extra curricular activities to your institution?

Financial Management

a. What is the most challenging aspect of securing and managing university funds?

b. What disparities, if any, do you see in how HBCUs are scrutinized financially versus predominantly white institutions?

What is your philosophy and/or approach to fundraising for your institution?

Personnel Management

Check all that apply to your selection criteria of senior personnel

	Yes	No	Sometimes
Must share your ideologies and philosophies of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Must share your vision for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Must be seasoned veterans in the area they are seeking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferably share like affiliations of the president	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Must mirror the cultural/ethnic image of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the above is most important and which is least important? Please explain why.

7g. *Is there one thing specifically, that you require of all you select to be leaders at the university? If so, what is it?*

What is your philosophy of these two issues in personnel management?

7h. *Staff development (particularly in the age of academic technology)*

7i. *Compensation of Professors at HBCUs*

Institutional Administration

7j. *What is your guiding philosophy as it relates to institutional administration?*

7k. *Are there any theorists or scholars who guide your decision making processes? If so, please list them and their writings which inspire you.*

What is the most challenging issue you encounter in the overall scheme of university administration?

Do you believe that students are changing and thus altering the way in which you must direct the university?

If so, how are students different and what are you now doing differently to accommodate the change?

9. *Personal Thoughts*

Please share any important principles which you deem integral to your presidency as it relates to:

9a. academic affairs

9b. student affairs

9c. financial management

9d. personnel management

9e. institutional management

f. Describe your tenure as an HBCU president in one sentence.

Appendix C - HBCU Presidential Profile

ALABAMA

Alabama A&M University
www.aamu.edu

President: Dr. John T. Gibson

Beginning of Tenure:
1996
Degree: Ph.D.

Area: Education

Vice President
Professorship
1st Presidency

Alabama State University
www.alasu.edu

President: Dr. William H. Harris

Beginning of Tenure:
1994
Degree: Ph.D.

Area: History

Historian
Writer
3rd Presidency

Concordia College
higher-ed.lcms.org/selma.htm

President: Dr. Julius Jenkins

Beginning of Tenure:
Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Miles College
www.miles.edu

President: Dr. Albert J. H. Sloan
II

Beginning of Tenure:
Degree:
Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Oakwood College
www.oakwood.edu

President: Dr. Delbert W. Baker

Beginning of Tenure:
1996
Degree: Ph.D.

Area: Organizational
Communications

Minister
Editor/Writer
1st Presidency
Assistant to the President

Selma University
no webpage available

President: Dr. James C. Carter

Beginning of Tenure:
Degree:
Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Stillman College
www.stillman.edu

President: Dr. Ernest McNealey

Beginning of Tenure:
1997
Degree: Ph.D.

Area:

Associate Provost
Professorship
1st Presidency
Dean

Talladega College
www.talladega.edu

Beginning of Tenure:
1998
Degree: Ph.D.

TV host
Dean
1st Presidency
Politics
Alma Matre

President: Dr. Marguerite
Archie-Hudson

Area: Education

Tuskegee University
www.tusk.edu

Beginning of Tenure:

Degree:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Benjamin F.
Payton

Area:

ARKANSAS

Arkansas Baptist College
no website available

Beginning of Tenure:

Degree:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. William T. Keaton

Area:

Philander Smith College
www.philander.edu

Beginning of Tenure:
1999
Degree: Ph.D.

C.E.O.
Professorship
1st Presidency
Administrator

President: Dr. Trudie Kibbe
Reed

Area:

U of Arkansas at Pine Bluff
www.uapb.edu

Beginning of Tenure:

Degree:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Chancellor: Lawrence A. Davis,
Jr.

Area:

CALIFORNIA

Charles R. Drew University
www.cdrewu.edu

Beginning of Tenure:

Degree:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Charles K. Francis

Area:

DELAWARE

Delaware State University
www.dsc.edu

Beginning of Tenure:

Degree:

President: Dr. William B.
DeLauder

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

DISTRICT OF COLUMBIA

Howard University
www.howard.edu

Beginning of Tenure:
1995

Degree: J.D.

President: Dr. H. Patrick
Swygert

Area: Law

Dean
Vice President
Professorship
Not 1st Presidency
Alma Matre
5th President

**University of the District of
Columbia**
www.udc.edu

Beginning of Tenure:
1996

Degree: Ph.D.

President: Dr. Julius F. Nimmons Area: U.S. History

Provost
Vice President
Not 1st Presidency
Dean

FLORIDA

Bethune Cookman College
www.bethune.cookman.edu

Beginning of Tenure:

Degree:

President: Dr. Oswald P.
Bronson, Sr.

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Edward Waters College
www.ewc.edu

Beginning of Tenure:

Degree:

President: Dr. Jimmy R. Jenkins

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Florida A&M University
www.famu.edu

Beginning of Tenure:

Degree:

President: Dr. Frederick S.
Humphries

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Florida Memorial College
www.fmc.edu

Beginning of Tenure:

Degree:

President: Dr. Albert E. Smith,
Jr.

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

GEORGIA

Albany State College
www.asurams.edu

Beginning of Tenure:
1996

Degree: Ph.D.

President: Dr. Portia H. Shields

Area: Education

Dean ☐
Director ☐
1st Presidency ☐

Clark Atlanta University
www.cau.edu

Beginning of Tenure:

Degree:

President: Dr. Thomas W. Cole,
Jr.

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Fort Valley State College
www.fvsc.peachnet.edu

Beginning of Tenure:

Degree:

President: Dr. Oscar L. Prater

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

**InterdenominationalTheologic
al Center**
www.itc.edu

Beginning of Tenure:

Degree: Ph.D.

President: Dr. Franklin

Area: Religion,
Social Ethics and
Psychology

Foundations ☐
Minister ☐
1st Presidency ☐

Morehouse College
www.morehouse.edu

Beginning of Tenure:
1995

Degree: Ph.D.

President: Dr. Walter E. Massey

Area: Physics

Directorship ☐
1st Presidency ☐
Research ☐
Tenure at Alma Mater ☐
9th President ☐

Morehouse School of Medicine
www.msm.edu

Beginning of Tenure:

Degree:

President: Dr. Louis W. Sullivan

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Morris Brown College
www.morrisbrown.edu

Beginning of Tenure:
1998
Degree: Ph.D.

Vice President
Professorship
2nd Presidency

President: Dr. Dolores E. Cross Area:

Paine College
www.paine.homens4.htm

Beginning of Tenure:
1994
Degree: Ph.D.

Foundations
Professorship
1st Presidency
Dean

President: Dr. Shirley A. R.
Lewis

Area: Education

Savannah State College
www.savstate.edu

Beginning of Tenure:
1997
Degree: Ph.D.

Counselor
Professorship
1st Presidency
Vice President
Dean

President: Dr. Carlton E. Brown

Area: Multicultural
Education

Spelman College
www.spelman.edu

Beginning of Tenure:
1997
Degree: M.D.

Secretary of Health
1st Presidency
Alma Matre
Assistant Surgeon General

President: Dr. Audrey Forbes-
Manley

Area: Medicine

ILLINOIS

Chicago State University
www.csu.edu

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Elnora Daniel

KENTUCKY

Kentucky State University
www.kysu.edu

Beginning of Tenure:
1994
Degree: Ph.D.

Vice President
Vice President of Academic Affairs
1st Presidency

President: Dr. George Willis
Reid

Area: History

LOUISIANA

Dillard University
www.dillard.edu

Beginning of Tenure:
1997
Degree: Ph.D.

Politics
Professorship
1st Presidency

President: Dr. Michael L. Lomax Area:

Grambling State University

www.gram.edu

Beginning of Tenure:

1998

Degree: Ph.D.

President: Dr. Steve A. Favors

Area: Student

Personnel

Beginning of Tenure:

1997

Degree: Ph.D.

Southern University System

www.sus.edu

Chancellor: Dr. Leon R. Tarvar

Area: Public

Administration

Beginning of Tenure:

1997

Degree: Ph.D.

Southern U. at New Orleans

www.suno.edu

Chancellor: Dr. Gerald Peoples

Area: Higher

Education

Administration

Beginning of Tenure:

1998

Degree: Ph.D.

Southern University and A&M**College at Baton Rouge**

www.subr.edu

President: Dr. Edward R.

Jackson

Area:

Southern University School of Law

www.sus.edu/sulc

Beginning of Tenure:

Degree:

President: Dr. Bhishma K.

Agnihotri

Area:

Southern University A & M at Shreveport

www.susbo.edu

Beginning of Tenure:

Degree:

Area:

President: Dr. Jerome Greene Jr.

Xavier University of Louisiana

www.xula.edu

Beginning of Tenure:

Degree:

Area:

President: Dr. Norman C.

Francis

Vice President of Student Affairs

Athletics Director

1st Presidency ☐

Administrative

Professorship

1st Presidency

Asst. Superintendant

Politics

Vice Chancellor for Student Affairs

Professorship

1st Presidency

Dean

Coordinator of Alumni Affairs

Provost

Professorship

1st Presidency

Vice President

Foundations ☐Professorship ☐1st Presidency ☐Research ☐Other ☐Foundations ☐Professorship ☐1st Presidency ☐Research ☐Other ☐Foundations ☐Professorship ☐1st Presidency ☐Research ☐Other ☐

MARYLAND

Bowie State University

www.bowiestate.edu

President: Dr. Calvin W. Lowe

Beginning of Tenure:

Degree:

Area:

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

Coppin State College

www.coppin.umd.edu

President: Dr. Calvin W. Burnett

Beginning of Tenure:

Degree:

Area:

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

Morgan State University

www.morgan.edu

President: Dr. Earl S. Richardson

Beginning of Tenure:

Degree:

Area:

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

U of Maryland Eastern Shore

www.umes.edu

President: Dr. Delores R. Spikes

Beginning of Tenure:
1997

Degree: Ph.D.

Area: Mathematics

Alma Mater ☐
 Not 1st Presidency ☐

Sojourner-Douglass College

website under construction

President: Dr. Charles W.
Simmons

Beginning of Tenure:

Degree:

Area:

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

MICHIGAN

Lewis College of Business

www.lewiscollege.edu

President: Dr. Marjorie Harris

Beginning of Tenure:

Degree:

Area:

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

MISSISSIPPI

Alcorn State University
www.alcorn.edu

Beginning of Tenure:
1995
Degree: J.D. and
Ph.D

Board of Education President
Dean
1st Presidency

President: Dr. Clinton Bristow,
Jr.

Area: Education
Beginning of Tenure:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Jackson State University
www.jsu.edu

Degree:

President: Dr. Ronald Mason Jr.

Area:

**Mississippi Valley State
University**
www.mvsu.edu

Beginning of Tenure:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Degree:

Area:

President: Dr. Lester C. Newman

Rust College
www.rustcollege.edu

Beginning of Tenure:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Degree:

President: Dr. David L. Beckley

Area:

Tougaloo College
www.tougaloo.edu

Beginning of Tenure:
1995

Vice President for Academic Affairs
Provost
1st Presidency
Dean

Degree: Ph.D.

President: Dr. Joe A. Lee

Area: Educational
Administration

MISSOURI

Harris-Stowe State College
www.hssc.edu

Beginning of Tenure:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Degree:

President: Dr. Henry Givens, Jr.

Area:

Lincoln University
www.lincolnu.edu

Beginning of Tenure:
1997

Administrator
Professorship
2nd Presidency

Degree: Ph.D.

President: Dr. David B. Henson

Area: Biochemistry

NEW YORK

City University of New York –
Medgar Evers College
 www.mec.cuny.edu

Beginning of Tenure:

Degree:

Area:

President: Dr. Edison O. Jackson

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

NORTH CAROLINA

Barber-Scotia College
 www.barber_scotia.edu

Beginning of Tenure:
1996

Degree: Ph.D.

Vice President
 2nd Presidency

President: Dr. Sammie Potts
Bennett College
 www.bennett.edu

Area:
 Beginning of Tenure:

Degree: Ph.D.

Dean
 Professorship
 1st Presidency
 Director

President: Dr. Gloria R. Scott

Area: Economics

Elizabeth City State University
 www.ecsu.edu

Beginning of Tenure:

Degree:

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

Chancellor: Dr. Mickey L.
 Burnim

Area:

Fayetteville State University
 www.uncfsu.edu

Beginning of Tenure:
1995

Degree: Ph.D.

Alma Matre

President: Dr. Willis B. McLeod

Area: School
 Administration

Johnson C. Smith University
 www.jcsu.edu

Beginning of Tenure:
1994

Degree: Ph.D.

Alma Mater
 Professorship
 1st Presidency

President: Dr. Dorothy Cowser
 Yancy

Area: Political
 Science

Livingstone College
 www.livingstone.edu

Beginning of Tenure:

Degree:

Foundations ☐
 Professorship ☐
 1st Presidency ☐
 Research ☐
 Other ☐

President: Dr. Burnett Joiner

Area:

North Carolina A&T State University

www.ncat.edu

Beginning of Tenure:
1999

Degree: Ph.D.

Area: Public
Administration

Chancellor: Dr. James C. Renick

Administrative
Professorship
Not 1st Presidency
Public Health**North Carolina Central University**

www.nccu.edu

Beginning of Tenure:

Degree:

Area:

President: Dr. Julius L.
ChambersFoundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐**Saint Augustine's College**

www.st-aug.edu

Beginning of Tenure:

Degree:

Area:

President: Dr. Bernard W.
FranklinFoundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐**Shaw University**

www.shawuniversity.edu

Beginning of Tenure:

Degree:

Area:

President: Dr. Talbert O. Shaw

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐**Winston-Salem State University**

www.wssu.edu

Beginning of Tenure:
1996

Degree: Ph.D.

Area: Political
SciencePresident: Dr. Alvin J.
SchexniderProfessorship
1st Presidency
Administrator**OHIO****Central State University**

www.centralstate.edu

Beginning of Tenure:
1997

Degree: J.D.

Area: Law

President: Dr. John W. Garland

Military
Private Practice
1st Presidency
Alma Matre**Wilberforce University**

www.wilberforce.edu

Beginning of Tenure:

Degree:

Area:

President: Dr. John L. Henderson

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

OKLAHOMA

Langston University
www.lunet.edu

President: Dr. Ernest L.
Holloway

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

PENNSYLVANIA

Cheyney University of
Pennsylvania
www.cheyney.edu

President: Dr. W. Clinton Pettus
Lincoln University
www.lincoln.edu

President: Dr. Ivory V. Nelson

Beginning of Tenure:
1996
Degree: Ph.D.

Area: Psychology

Beginning of Tenure:
1999
Degree: Ph.D.

Area: Analytical
Chemistry

Dean
Professorship
1st Presidency
C.A.O.

Corporate
Professorship
1st Presidency
Research
Administrative
Military

SOUTH CAROLINA

Allen University
www.scicu.org/allen/auhome/ht
m

President: Dr. John K. Waddell
Benedict College
www.scicu.org/benedict/sch_link
.htm

President: Dr. David H. Swinton

Beginning of Tenure:
1998
Degree: Ph.D.

Area: Education

Beginning of Tenure:
Degree:

Area:

Vice President
Dean
1st Presidency

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Clafin College
www.clafin.edu

President: Dr. Henry N. Tisdale

Beginning of Tenure:
1994
Degree: Ph.D.

Area: Math

Vice President
Professorship
1st Presidency
Dean
Alma Matre

Morris College
www.morris.edu

President: Dr. Luns C.
Richardson

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

**South Carolina State
University**
www.scsu.edu

President: Dr. Leroy Davis, Sr.

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Voorhees College
www.voorhees.edu

President: Dr. Leonard E.
Dawson

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

TENNESSEE

Fisk University
www.fisk.edu

President: Dr. John L. Smith, Jr.

Beginning of Tenure:
1999
Degree: Ph.D.

Area:

Dean
Professorship
1st Presidency

Knoxville College
www.knoxvillecollege.edu

President: Dr. Barbara R. Hatton

Beginning of Tenure:
1997
Degree: Ph.D.

Area: Education

Dean
Professorship
2nd Presidency

Lane College
www.lanecollege.edu

President: Dr. Wesley C.
McClure

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Lemoyne-Owen College
www.lemoyne-owen.edu

President: Dr. George R.
Johnson, Jr.

Beginning of Tenure:
1996
Degree: J.D.

Area: Law

Politics
Professorship
1st Presidency
Administration

Meharry Medical School
www.mmc.edu

Beginning of Tenure:

Degree: D.D.S.

Area: Dentist

Private Practice
Alma Mater
1st Presidency
Vice President

President: Dr. John E. Maupin Jr.

Tennessee State University
www.tnstate.edu

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. James A. Hefner

TEXAS

Huston-Tillotson College
www.htc.edu

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Joseph T. McMillan, Jr.

Jarvis Christian College
www.jarvis.edu

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Sebetha Jenkins

Paul Quinn College
www.pqc.edu

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Lee E. Monroe, Jr.

Prairie View A&M University
www.pvamu.edu

Beginning of Tenure:

1994

Degree: Ph.D.

Area:

Military
Professorship
1st Presidency

President: Dr. Charles A. Hines

Southwestern Christian College
no website available

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Jack Evans

Texas College

www.texascollege.edu

Beginning of Tenure:
1994
Degree: Ph. D.Vice President of Grants and management
Professorship
1st Presidency
Director
ConsultantPresident: Dr. Haywood L.
Strickland

Area:

Texas Southern University

www.tsu.edu

Beginning of Tenure:
Degree:Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Priscilla Slade

Area:

Wiley College

www.wileyc.edu

Beginning of Tenure:
1998
Degree: Ph.D.Professorship ☐
1st Presidency ☐

President: Dr. Ronald L. Swain

Area: Higher
Education**VIRGINIA****Hampton University**

www.hamptonu.edu

Beginning of Tenure:
Degree:Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐President: Dr. William R.
Harvey

Area:

Norfolk State University

www.nsu.edu

Beginning of Tenure:
1997
Degree: Ph.D.C.E.O.
Vice President
1st PresidencyPresident: Dr. Marie V.
McDemmond

Area:

Saint Paul's College

www.saintpauls.edu

Beginning of Tenure:
Degree:Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

President: Dr. Thomas M. Law

Area:

Virginia State University

www.vsu.edu

Beginning of Tenure:
1995
Degree: Ph.D.Not 1st Presidency ☐President: Dr. Eddie N. Moore,
Jr.

Area: Education

Virginia Union University
www.vuu.edu

President: Dr. Bernard W.
Franklin

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

WEST VIRGINIA

Bluefield State
www.bluefield.wvnet.edu

President: Dr. Robert E. Moore

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

West Virginia State College
www.wvsc.edu/index.html

President: Dr. Hazo W. Carter,
Jr.

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

U.S. VIRGIN ISLANDS

**University of the Virgin
Islands**
www.uvi.edu

President: Dr. Orville Kean

Beginning of Tenure:

Degree:

Area:

Foundations ☐
Professorship ☐
1st Presidency ☐
Research ☐
Other ☐

Appendix D - President One Interview

- The Role of HBCU's

Interestingly enough, the senior staff and I met this morning we were talking about was the declining production of bachelor level degrees among HBCU's as compared to major white institutions. At one point of course 100% of all the black degrees produced in this country, came out of black universities. By the time I was in graduate school that was down to about half. About half of all the black students enrolled in American colleges were enrolled in hbcu's. By the time I left graduate schools it was less then half and now it's down to 25%. So that the overwhelming majority of black schools who attend schools go to majority institutions. Black schools produces a very disproportionate share of the degrees and while that is declining a little bit, only a 3% decline. Nevertheless it's still a decline and a little alarming.

The colored role is as important today as it was fifty years ago. The hbcu's stand symbolically as a point of entry into the American system. It still serves as a point of entry into the Black middle class. Symbolically it is the major entry point and the symbol of black ascension in this country. That role will become more significant as the population shifts occur over the next several decades. Rather than take on a decreasing importance, they will take on an increasing importance.

- How does the issue of affirmative action affect the role of HBCU's

The highest growth in hbcu's now come from out of state students, students from the west and east. In fact this is really strange, I had a letter and a phone call a few months ago from a group in CA to try and convince us to locate a campus in Los Angeles. Of course we are a state school so we can't locate a campus in CA, but they were serious, very serious. And it demonstrated the need, the demand out there. Kids will come literally from LA without enough money to enroll in school, they will just show up here and ask us to find the money to help them. And even from some cities where there are black schools like D.C., we get them from there as well. You have Howard and the 2 schools in Baltimore, but even with that those kids want to come to the Deep South and so we are still the major access point.

I think just as important, the hbcu's continue to stand as the main access point for kids who otherwise would not have an opportunity to go to school, for the under achiever. We are still a predominantly open admissions institution. And so what hbcu's are about is opportunity. That cannot be said for a University of Michigan, or university of California where there are standards to be met, standards that were designed by other folk for other folk, and not designed to measure the true ability of minority students, who operate with different learning skills and learning styles, who have had unequal access to the opportunities at their "secondary schools". And so we are still the major access points for some of the opportunities for black people in this country, and that will not change, if anything it will become more important.

- How does the issue of legacy effect you as a leader

Well our school is going through a remarkable transition now. This will be our last open admissions class. Beginning fall 2001 by court order and by state agreement we will become a selective admissions institution. And the only reason we consented to do so was because the court ordered a community college to be built in this city that will have open admissions in this city. And so we have a community college, Baton Rouge community college and that institution is supposed to provide opportunities to students who otherwise would not go to school. They are suppose to catch the kids that fall through the cracks. There was no choice for me coming in 2 and a half years ago as Chancellor, that was something that the board of supervisors agreed to, so I had no choice in the matter. Obviously the legacy issue would dictate that we remain open admissions. Our main reason for existing was to provide access. That was our major reason for existence, that was our mission. 120 years ago that is why we were founded. And now that mission has changed. The truth of the matter is that the kind of student, and we still adhere to that legacy to this extent, the truth of the matter is that the kind of students we will exclude next year will probably be the kind of student who 50 years ago wouldn't go to school. Then in fact if you look at the bottom part of our admissions standards, we are talking about admitting youngsters who are average to slightly below average on all the performance indicators, of course they designed the tests, we didn't design the tests. And so we will not operate an exclusionary institution, the words selective institution is misleading. it simply means that the kind of student we are admitting, will look very much like the kind of student we admitted at the bottom of the class 50 years ago. The bottom of the class now, the entering freshman class, 50 years ago wouldn't have thought about going to school.

So the legacy issue will still be satisfied, we will still be, we do have a 5% margin, we can still take 5% of our freshman class and with a standardized window, admit who we want, and that will give us some maneuvering room.

And so the specific answer to your question is, we are still very much cognizant of our mission and we still very much intend to serve as the beacon for our people, we will never abandon our people. This institution will never be anything other than a very majority Black institution. Not by my reality but by the reality of the state and community we live in and so we are still going to be that access point. We are going to design programs at Baton Rouge community college, what I would like to see happen is that the Baton Rouge community college functions as a junior college for Our school University.

- Where will it be?

It's already located, its downtown, and its got 2500 students. It opened 2 years ago. They are on Florida Blvd.

- Is it serving as a feeder so far?

It's hard to say, they just had the first commencement this past may and they only had 20 students and about 60% white and 40% black. It's too early to tell because they haven't enrolled the fall semester. I'll find out the fall semester where those students went. Over

the long haul, there is a community college over in Lafayette a new one, that one has a Black president and I know where his heart is, those students will be coming here. We use to have a Black chancellor at the Baton Rouge community college but he left his job, he was a bullheaded person and he lost his job, so now there is a search on for a Chancellor. But it is important whether that chancellor is Black or White. Important in terms of the tone of the school and how those kids are going to be directed. A person who doesn't understand, let me put it this way, a person who wants to be true to his people would encourage the youngsters to finish there and go on. Other people who are not interested in those youngsters will tell them this is enough, finish and go get a job. So we are very cognizant, and the board makes sure we are, of the responsibilities of our mission.

- Your personal vision as an educational leader. How did you arrive here and how do you see the ascendancy issue?

It interesting that you should raise that issue. I had been a student of college presidents for a very long time. My own professional background is as a political scientist and a student of the presidents so it is just natural that I would have an interest in executive level positions and executive level positions of course as the university president or chancellor. And I had the privilege to work at more than a few schools. I started out here as a young professor, taught 2 years here, went to Fisk university and taught 2 years, went to Howard spent 3 years, was tenured in all those places, except here because I was not here long enough to gain tenure. I was tenured at Fisk and tenured at Howard and then I decided to move to South Carolina for an administrative job as department chair and was tenured there. Stayed there 16 years and finished up as vice president for academic affairs. Then came here to teach. My wife is a physician and it wasn't critical that I had an administrative position, she had the good job, lol. So I followed her here and I stayed in the classroom one semester before they asked me to serve as interim dean and stayed there one semester before the new president here asked me to become his executive vice president and I stayed there one year before I became Chancellor. So that's kind of a quick birds eye view of my career. The sum total of 32 years in the profession. I started very young at 26 years of age, I had a PhD and a new job. All of those years spent in academic ascension from the entry point all the way to Chancellor, which I think is the best way to do that. I've served in every rank, every academic administrative position that I know of, have been at Black public, Black private, White private, been adjunct at White public, large small, medium size, so I've had a chance to see it all and experience a lot, and was ready for this job when the opportunity presented itself.

What kind of differs from the general pattern of how people arrive at these jobs? For a very long time, these jobs were political appointments. Depends on whether you are talking about state institutions or private, often times these jobs went to people who had very little experience in academic matters. Most often they went to individuals who did not have liberal arts backgrounds. Very often they were high school or public school teachers who went into schools of education, then went into chief executive office positions. I would be if you look at the early presidents, the bulk of them are either ministers or public school personnel. Those that had terminal degrees more often then

not came in the field of higher education administration. Very few, relatively few academic leaders, I'm saying this without any factual foundation, I don't know the numbers but it was by observation that rarely you run across a PhD in physics, like I had at Fisk a president who got a PhD in physics who spent all his life in higher education. A truly gifted man. A man like James Cheeks at Howard, Cheeks, although he had been a minister, he came out of the church, he did have experience as president of Shaw University. He continued the strong tradition at Howard of building that school into a giant. And so those were the exceptions.

Now it's kind of hard to establish a pattern of how people arrive at these offices. Now people are going to people who come from majority institutions, who have not climbed through the ranks, they tend to be middle management blacks coming out of majority institutions. At least those are the those I know I'm familiar with. Rarely have I seen an exception in very few cases of people who spent their entire lives in non-education discipline, liberal arts discipline, climbing up through the ranks.

And they say it's a university and it's still a business enterprise. But it's not just a business enterprise, it's an academic enterprise, that has to make business sense. There is a difference, if you run it like Wal-Mart, it won't do what it is supposed to do. It is an academic enterprise that has to operate with some business principles. But it is not a business.

- What do you think are the attributes that make a good HBCU president

I think a thorough understanding, first of all, of the academic community of this country. It's going to have to be a person who spent some time in these colleges, that understands what students are looking for. That understands the thinking of faculty and how faculty reacts to different kinds of issues. So the person has to have considerable experience in academic matters, not just in an academic environment, but I think it is essential that the person has taught, because that is the essence of the university. And missing that experience, one would have to be extremely fortunate to arrive by error or by happenstance of an understanding of what's supposed to go on at a university. So I think that is essential.

A capacity for listening. I would even say an unusual capacity for listening. If you look at the president who has succeeded, and I guess the next question is how would you define success. Is success longevity? Not necessarily, success is presidents who achieve beyond expectations, who achieve beyond the odds. If you look at the Mordecai Johnson's or the J.C. Clarks, or the Maceo Mances of the world, and all of the great presidents who have come through the Atlanta University System. I think the ones who have really achieved have been extremely good listeners. In the academic community there are so many gifted people. That no one can have a claim to all of the bright ideas in the world, lol. All of the brainpower is there, all of the bright ideas are there, you just have to listen for it. You must understand how to ferret it out and how to listen to it. See I have a lot of problems with people who talk all the time. Because I've never known anybody to learn by talking, you can only learn by listening. And so I think you must have an unusual capacity for listening.

You must have an unusual level of empathy for students, to feel as they do. To hurt when they hurt, to be frustrated when they are frustrated. You got to have empathy for the faculty as well. You need to know what angers them, what frustrates them. A frustrated faculty person, no matter how gifted and talented is no good in the classroom. And so you have to have that level of empathy that will force you to try and do something about what ever it is that is frustrating them or whatever it is that is interfering with the learning process. Whether it is something as simple as the lack of opportunity for professional development or the lack of air conditioning in the building, whatever it is that can be done. But if you just close it out and just don't care, if you are satisfied with the comforts of your office and don't care about how Professor Joe Blow is situated over in the chemistry building then you are not being very effective as a CEO.

However a person has to have good common sense. More so then perhaps anything else. In fact one might argue that it would be disadvantageous for the CEO to be too bright or too smart, lol. But to the contrary common sense will serve you more often and in different ways.

Good judgment goes hand in hand with common sense. A strong sense of moral value. You've got to have it. More important now perhaps than at any other time in our history. Given the kinds of clientele that we must serve. Any person who is in a position like this best not try and use whatever influence you have in the way of moral persuasion and missing the best opportunities a person can ever have. The CEO has the opportunity to influence more young people then perhaps any other person in this country. I have 10,000 young people in this campus. Think about it. How many people outside a mayor, governor or movie star, how many people have the opportunity to have access to that many young people? I would even argue more often than a movie star, daily opportunity to influence young people.

One of the things I'm most proud of, there was a conspicuous absence of God on this campus 2 and a half years ago and we brought him in and talked about him often and tried to set examples and have religious programs. There was a recent survey, I mean in the last couple of months, we just got the results today, and they were asking students, this was an official state survey, measuring student attitudes about campus life and one of the things the kids said was good about campus was the religious activities on campus. 2 and a half years ago it wasn't many because the previous chancellor may have been a moral man and he didn't bring Christ to the job with him, as I think one should. Now you run the risk of offending some people.

- Does it matter that it was a state school, how it's done

Doesn't matter to me, lol. I'm sure I've crossed the boundaries many times. The stuff I read that is happening where you can't say a prayer at a football game, we pray everywhere. We have religious programs on campus. I use official state stationery to write about it, lol. And I don't hear anybody complaining. We use state funds to carry on some religious activities, you can't help but do it. We've got the catholic student union over there, if I write a letter to the students about that, one could make the argument that

I'm using state funds to support religious activities. But fortunately we don't get those kinds of complaints, you find that more on a white campus where people are picky about those kind of sensitive issues. Even the students who come here who might happen to be Hindu don't complain, we just don't have any complaints. I personally have religious programs in the student union and invite everyone in the community to come. There is a chancellor's prayer breakfast that we do on father's day and I invite public leaders all over the city to come and no one complains. I've been lucky, I've been very very lucky.

- On Vision

I think you've got to have the values and the capacity to make that a highpoint in your administration and I do that. The person has to be able to conceptualize what he wants the institution to become. And it doesn't matter whether the institution is Our school or Harvard or any other place. But whoever that CEO is must have the capacity to visualize a future for their school and must have the backbone and tenacity to articulate that vision and to articulate it often and in as wide a circle as possible. And be able to defend that vision. And so those are the kinds of things I think make a good leader. A person with vision, a person with strong sense of moral value, a person with empathy for faculty and students, a person with good strong common sense that would go hand in hand with person exercising sound judgment. And one other thing.

I think the person must have a personal life that can stand up to public scrutiny. I think the person has to live the example. You got to do more than walk the walk. So if you are talking about moral values you better damn well live them, lol. And so I think those are the kinds of things that go to make, and a lot of luck, a lot of luck, a person has to be awfully lucky to be successful at this job. A lot of things have to happen more than anyone person can control and some things whether it is luck or divine intervention. But you got to have more than simply what you yourself have, some things have got to fall into place for you and I would dare say that more often than not, the good things that happen come because things are falling into place, much as if it were divine intervention.

I happen to have gotten here in a very unusual way. A lot of people say I have more than divine intervention, lol. I pray in my case I say fine and I just want to keep that and things have gone rather well. We have had so many good things happen and we've had so much help making those things happen.

The largest church in this city has really adopted us. Over 10,000 members. And the congregation is half and half. They have a wonderful pastor, we have a very close relationship with them. And this man happens also to be the governors minister, and has been for the last several years conducting weekly bible lessons with the governor and his staff. A very powerful, very humble man, many of his members come from this school and he just wanted to do some things with us. The relationship has been outstanding, absolutely outstanding. We get financial help, we get moral help, we get help from that man in ways we don't even know about.

- Is he alumni? And what made him embrace Our school in that way?

He's not alumni, he's white. He came to me one day for help and I gave him help without knowing who he was or what he was. And that made an impression on him and when he came for help I knew he was sincere. Informally, well he tried formally, to adopt several African children. He had been taking care of them for years and they could not leave the country. And just about the time he thought he had it done and they were going to come to this country, he came to me and asked me if I would help him in bringing the students to our school. And I told him of course I would. We would do everything we can to make that happen. And he was so grateful, he was standing right here and he was looking out the window and something happened to him, we are not certain what. But later he said publicly that he had a vision while he was in this office, about that river and the river bringing wonderful things to the university. And that he would continue to work to see that that happened and continue to pray for us and continue to work on our behalf. And many wonderful things have come from that. I've been to his church and talked to his church. He has been to our board meetings and he has been all over this state talking about our school. He has a television station and he has made that available to us. Broadcast all our football games, basketball games, graduation, anything we want. He and men from his congregation get together on weekends and do projects. They painted our whole laboratory school. Sure did. That old building we had, he said just let me know what you need on your campus. And things started to happen. So it has been a wonderful relationship.

Having a minister over there in your corner doesn't hurt, lol. It helps you live the standard because you have all the people watching you, that includes the crooks, lol, as well as the good people. So you better be as you say you are?

- How important is it for those who work with you to embrace your vision?

I think it's critical. We've got 2000 employees. You can imagine with 2000 employees going in different directions, what chaos you would have. And so we've got to have a sense of oneness about where you are going, now we may argue about if we need to stop and get some gas or if there is too much air in this tire or that tire but as long as we all know where we are going, then our vision was a natural. It just took somebody to come along and see, well the school was going in a direction that had been set by the courts and by the state and by my predecessors. It's just that nobody had articulated where they thought it was going. And what I've tried to do is to give them that sense of where the end point is. And the endpoint is not just the selective admissions institution. Everybody was focusing on admissions. No that's not the endpoint, that's just a little detour in the road.

Where we are going is, we are going to become the second leading provider of graduate education of black folk in this country, number one being Howard. It's going to take a long time before anyone can pass Howard, they've got such a big start. The way they did theirs was federal money. Mordecai Johnson had that vision years ago. We need a revenue source, an unlimited revenue source. And what better one than the federal treasury. And his job was to get Howard on the federal payroll. That was his vision and he did it, and when he got the federal government to adopt Howard that was it. And so ,

here is a school with 10,000 students and 27 PhD programs. They don't have the students to support those programs. There is no way in the world Howard can live without the federal dollars coming in there. They are smaller than us. 10,000 students and 27 PhD programs. Do you know how many faculty members it takes to run a PhD program? And you've got 27 of them plus a law school, plus a medical school. A medical school is the biggest losing proposition you can have. There is no way you can run a medical school and break even, there's no way, it's a losing proposition. Even the private schools, all those schools underwrite the cost of the medical school operations with undergraduate fees and such. You can't charge enough tuition to pay for a medical school operation. And here Howard has all of that and just 10,000 students. And so it's the federal money. Nobody's going to pass them, not Clark Atlanta, nobody. The school that's closest is probably North Carolina A&T. They have a goal of 20 PhD programs and they have about 8 now. We are going to have 8 to 10. But we have something they don't have, they only have 6,000 to 7,000 students. We have 10,000 and we are going to grow, we are going to go down a bit but we will come back up. I intend to grow as many PhD programs as I can but I've got to have the students to grow it. Now Fred Humphries is on the right track down at FAMU, he's got over 12,000 students on that one campus. If I didn't have our school and others, I could operate a little faster than I'm able to operate because we do a lot of things for them that we don't get compensated for. But are part of us, they are our sister schools so we've got to help them. I could operate much faster than I can under the present structure. Fred has all those students and he doesn't have any other campus to hold them back, so he's just running full speed ahead. So we are going to try and do that to, we both are running in the same direction. And we are going to all get there it's just a question of who gets there first, and I'm going to try and be the first one there. But we are going to make a good run at Howard.

But I don't ever think I'll see the day in my lifetime or yours that we will have 27 PhD programs. Professional programs and professional degrees are all the expensive things. But if I had the federal budget behind me I could do better to. So that's where we are going, the vision is clear and we are in a hurry to get there. All my people know we are about adding solid graduate programs with meaningful student enrollment in those programs. And we are going to grow it as quickly and as solidly as we can. And if we do it right the quality and numbers will come automatically. So that's the direction and as a public institution we can move a little faster than most private institutions. And remember we are in the poorest state in the union and I think we are doing miracles given that this is the poorest state in the union. And you have this big giant Black institution sitting here doing rather well because we've learned to do so much with so little for so long, it begins to become second nature.

- Academic Affairs

The rest of the vision I need to tell you is that, not only to be the second leading provider of graduate level education, or at least the programs available to minority candidates, but also to have academic programs of unquestioned quality. My goal is to have 100% of all our accreditable academic programs fully accredited. We are somewhere around 84% now. We are in the lead with the better schools in the country. I would imagine a school like university of Texas would enjoy somewhere around 90th percentile with programs

accredited. They might even be one of two schools with 100% of accredited programs. We are already in high cotton with 84% of the programs.

- Student Affairs

People complain about the service they get on these campuses, they complain about the lack of efficiency. About people not answering the telephones, or quick enough or politely enough. Talking about the campus post office, talking about the financial aid people. Talking about the campus police department. And so I've been trying to make our school and others a community friendly campus. I've really really been trying. We've waged a program called courtesy counts. And we try to treat other people as you would want others to treat you. We have talked to faculty groups and put everybody through training. You can be disagreeable and still be nice and courteous. And so I've been working very hard on that talking to students. Don't insult the instructors, you don't like the instructors that's fine, don't go talking about somebody's mama. Don't dislike somebody because they belong to a different fraternity than you. So it's that kind of campaign. Its courtesy first, where we talk about if you leave here with less knowledge and more character you are better off then if you leave here with more knowledge and less character. So that's the kind of campaign we have been running.

Students affairs and financial affairs are essential to that, not with the faculty. We don't get many complaints about discourtesy among faculty members, but we do about people in the business office. Those areas are really critical. This campus has had a history of lack of professional training in the student affairs area. So I brought somebody on as vice chancellor who not only his whole career, but he was professionally trained in the area. And trying to bring academic programs into student affairs. I don't mean degree programs but I mean academic activities into the student affairs area, so that every component of the university is involved in teaching. Every component of the university is involved in the teaching and learning process, even in the dorms for example. Dorms should be academic friendly, so our vice chancellor has set up study rooms and computer labs and try to do some academic programs and speakers. He has a speakers series, we brought last year, a couple of well known names, Martin Luther King Jr. III, boy what a big turn out for him, and this is all student run. Tavis Smiley was here and we try to do those kind of things, normally you do those things in student affairs rather than academic affairs. What he is trying to do is help me make all of the university academic affairs.

The finance vice chancellor is trying to make life much more convenient and less frustrating to students. To take the frustration out of being a student on this campus. He and I are waging and I think we are going to win it, we are waging a tremendous effort to make this campus student friendly.

Just to give you some examples of what we are trying to do. You recall when you were on this campus and you got a ticket you had to go to the police station with the ticket, so they can tell you how much the ticket cost, then walk back over here to pay it and by the time somebody got all the way over here they were mad as hell, lol. And then if they had towed your car then you had to go back to the police station to try and get your car from that gated area. So we said wait a minute, that doesn't make sense. So if you had to go to

financial aid, you had to come way back over here to get a check. So we said, why are we frustrating the hell out of people, why don't we have us a student service center in the middle of campus. So we are going to take TH Harris that we are remodeling and we are going to put the cashiers office over there, parking, so people can take care of all their business in one place. All the key services in one little area so you take care of all your business at one time. That's trying to make a campus student friendly. He and I went to work on the registration process. We've been frustrating people for years with that registration system we got here. We've got it now where you could register by phone, starting this semester you can register by internet. We send you a bill, you mail your bill in and be done. All you got to do is show up here, get your i.d. picture and go to your dormitory. But you know the problem now, these Negroes aren't paying their bill, they sit on the bill. We got to get them to the point to where they pay their bills, we send them the bill, they hold the bill and they bring it back. And then they got to stand in line and then they get mad. If you just send your bill in like you do J.C. Penny's , lol, or Sears and Roebucks, lol. If you do that then, and you have to excuse my use of the word Negro, I use that in the generic sense to describe people who wont cooperate. A good students mails the bill in. the kids on financial aid, all that's on the system. We've got it now so that a kid does not have to come. A kid can just stay home and wait until it's time to go into the dorm.

We've got it pretty good now, this is our second year, we started with the early billing in fall of 99, this is our second year. We've gotten a little better. So we must get our students in the habit of trusting us, a lot of students say , I ain't sending my money to our school and others, lol. It might get lost in the mail or somebody will steal my money, we've heard all kinds of stuff. WE are going to have to build up their confidence in us. And we are going to also have to teach them just to pay their bills, you know Black people are like Fred Sanford, lol, he would get a bill and throw it in the garbage, but you cant do that, you will have bad credit. And so those are the ones we've got to work on. We've got 10,000 students, and 2 or 3 thousand so far that have paid their money. If we had like 7,000 to pay early, then the little 3,000 that come we could handle that. 2,000 are freshman and they don't pay till they get here so we still have 5,000 that's out there. And they are going to all come and all of them will be in line. So we've got to get them to quit thinking like Negroes and get them to start thinking like African American educated folk. That's the transition we've got to make from the hood mentality of distrust and inefficiency and poor responsibility, to one of trust and confidence and taking responsibility for your actions. They send the money in, it goes on the system, all you have to do is come take your picture, your meal card and go to class. The hundreds of thousands of dollars in computer equipment and training and all of that, but we finally got it in place.

- How important is the computer technology component here?

Absolutely critical, because we would not be able to get these processes in place without it. We would not be able to, if none of the schools in the country had it, if we were on a level playing field it wouldn't be important, but if all the other schools got it and then you are being judged by how you are at these schools then you've got to have it. But making the campus student friendly and the new registration system, the academic excellence, all

that is predicated on the availability of the technology and the resources to have that. So we have been able to get the resources from title 3 federal dollars and from a state authorized legislative student technology fee, which provides consistent revenue to build up the infrastructure for student use. And we also get special funds from the state and deseg funds. So the technology piece has improved tremendously over the past 5 years. Just the student revenue alone generates 1 million a year, just for technology for students. State of the art, this is the second year and will go on in perpetuity. Each student pays \$60 per semester. \$120 per year and a little more if you go to summer school. It goes to labs for students and equipment that only they will use, not that the university can use. So that has helped a lot. We've gotten a lot of grant title 3 money that has been just outstanding. So technology wise we are coming along fine.

- Do you envision becoming a laptop university?

Oh yes, you know the technology needs to advance a little bit more. Wireless technology needs to become as common as the other kind. Just when they've got to you to put in this infrastructure, all these fiber optic cables, then they are going to come up with wireless stuff, right. Then you've spent all this money. Delores spikes got a grant from the dept of energy for I think 5 million dollars to put in all this fiber optic cable and connect to both New Orleans and Shreveport. Soon as they get that done, these folks come out with wireless. I guess we can use the cable for something else. For everybody and the dorms. We are going to have our own cable company. Where we can take whatever we want off the satellite and deliver it throughout the campus, except playboy and that kind of stuff. The kids want cable tv in their rooms, I don't like it but I'm not going to fight it. It would take hundreds of thousands of dollars to get the cable company to run a cable out here and then to every dorm.

Well my technology people came to me and said we already have a wire going to every room. The fiber optic cable. I asked will it carry video and they said sure it will, all we have to do is buy a satellite to download the signal and run it all over campus.

We can give them Days of your lives , lol, or whatever they need and control what goes in there. We can blink out playboy and other rubbish. We have to charge the kids a small fee for maintenance. But rather than pay all this money to other folks, the kids will pay the money into their own system and cost one tenth as much and have the money circulate back into the system. Maybe about \$5 a semester.

- Institutional Administration

There is a principle in American public law called fundamental fairness. It is a principle that the Supreme Court announced over a period of time. Its one of those things that involve a collection of Supreme Court cases. Fundamental fairness is kind of an elusive term. It's almost impossible to define, but once you hear it , the person kind of has a sense of what it means.

To be fundamentally fair, as opposed to just being fair, to be fundamentally fair is a pervasive concept. And I think that's my management style, I'm not heavy handed, I'm not dictatorial, I'm a real good listener, and I try to operate according to the principles of

fundamental fairness, to be fundamentally fair with all the competing interests that arrive at this door. My job is to make decisions all day about competing interests, interests of the student vs. the interest of the faculty vs. the interest of the alumni, and a lot of these interests often times are competing for the same resources, whether that resource is something monetary or whether its winning a philosophical argument. Rarely do I find just one interest come through that door. Every interest is completing with somebody else or some other interest for some reason. And so I just try to be fundamentally fair. It's not always easy and not always even discernable. But I got to feel good about what I'm doing, I got to go to bed at night thinking I was fair to professor John Doe. I got to be able to not worry about whether the auditors are going to find something in the books. I just got to be fair with everybody including the history and the legacy of this school.

And I try to operate with an end in site. One of the principles of success in the business world is always start with an end in site. Know where you are going and what you are trying to achieve. Never start a meeting without knowing what you want to accomplish in that meeting. And when I started this, I knew what the end was going to be. I knew what I wanted to see at the end. I wanted people who knew me and knew what we were doing up here, I want those people to say certain things about my administration.

That it was clean, that it was honest, that it was always above board, that it was always positive, and I want to be able to leave some constructive things that they can put their hands on. I want every time they hear the word courtesy, they think about this administration. Every time they hear the word character they think about this administration. Every time they hear the word moral values, they think about this administration.

The buildings will be there, and we will have the program names, but when they think about excellence I want them to think about this administration. How we moved this administration from an open admissions one to a successful selective admissions institution. And at the same time not having forgotten the community from which it came. That's how I want people to describe this administration.

I'm fully cognizant of the fact that there will always be the naysayers. As long as you are doing this job and doing something in this job you are going to have people who say unkind things, somebody won't be satisfied. You can't have them all love you. They didn't all love Mordecai Johnson either, and they didn't all love Benjamin Mayes, believe me, Dr. Mays had his enemies as well, but they don't think about those enemies anymore. All they talk about the wonderful Dr. Mays did and the wonderful things Mordecai Johnson did. And the wonderful things Felton Clark did for this school.

I've got my eye on that sense of history and I'm not in the self-serving kind of sense of history. Just believing that if you do right, everything else is going to take care of itself. And so that's how I tend to operate this institution. And I've been having fun doing it. And I think it's been working. I hear so many good things in the community. Recently there was a rumor, and it was just a rumor, a rumor going around that the board was ready to replace me. And people asked why, I don't know, it was no reason, just rumors

being spread. That was in April, that didn't happen. Then in May the rumor started that I was going to leave on my own, lol, that he's tired of the mess. They had me going to Virginia and to California and to Florida because they hear me talk about how much I love the water in Florida. And they had me going to Grambling because the president up there is having trouble. So I go from being fired one month and the next month I'm leaving because I didn't like the board and all the mess, lol. You operate in that kind of environment but on the whole the school had so many problems before I came aboard and quite frankly it wouldn't have been difficult for anybody to mess up given what you were coming out of. It would have been easy to make a positive impression on the community because so many bad things had happened.

It's kind of like coming after the greatest president the school has ever had. It's almost impossible to do well when you think about the poor guy who had to replace Benjamin Mays, lol, I mean what are you going to do next. Or the guy who replaced Mordecai Johnson at Howard, what are you going to do to beat that show?

So mine was just the reverse, my predecessor had a lot of difficulties and left in the midst of some very disturbing news and so his departure was anything but peaceful. And so coming into that, anybody had a good chance of success as long as they didn't repeat what he did.

And so I think we've been able to do that. We've had a good run for 2 and a half years. These things don't last long. You do your thing, you do it right, you get out and let somebody else have a shot at it. I came in knowing that I would be here 5 years and go back to the classroom. And so I've been here 2 and a half years and I intend to serve 2 and a half more. I came in the door and told the system president, and anybody else listening, lol, including the board chairman that you got 5 years and let me do my thing and let me get on the side and give somebody else a chance. We don't have to worry about how long he's going to be here and all that stuff, you know after 5 years I'm leaving and going back to the classroom and I'm going to enjoy the rest of my career teaching and fishing, lol.

- Are there any books or theorists you use to guide you?

Yeah, there are a couple I think of very often coming out of the political sciences. You tend to think of people in public life or in the academic community. And I think I understood power better than most people. Horace Morgans a professor out of the Univ of Chicago wrote a book call the Power of Politics. It was a book about international relations and how nations behave in an international community. It talked about the use of power. And you translate that to human level, its pretty much the same thing. So I learned a great deal from that book and a great deal about the power of politics in America. I think the greatest lesson I had coming into this job is how to avoid the intoxicification of power, how to not let power intoxicate you. Being a student of the American president, I paid very close attention to the Nixon years. The fact that he was the only president who resigned from office and the circumstances surrounding that intrigued me. I read a great deal about his years and about his departure from the White House. And having taught the American presidency I always remember the lectures I

gave to students on the intoxicating powers of power. And how to avoid that. And so when I finally did have the opportunity to pay attention to my own lecture, lol, I did pay attention and I know power can be awfully intoxicating. It is worse than any drug, it is 100times more intoxicating than cocaine or anything else. It is the best lover, power can give you feelings that the most attractive woman in the world cannot and just as destructive. And so I went back a couple of times and reread my lecture, lol. And I think that has served me well.

I have gone through many pains to avoid the intoxication of the little power that you get in these positions. Actually it's a considerable amount of power that you get over the lives of the faculty and staff that work here and the students that study here and the influence in the community. The old folks use to put it differently they didn't talk about it in terms of power, they talked about it in terms of bigheadedness, lol. Don't let the job get you bigheaded. Or he thinks he's too much. Or look at the brother he use to be nice. Because there is not a quicker way to lose this job than to lose a handle on the power that comes with this job.

And I think people who are heavy handed, who are dominating, who are dictatorial, they just lost a handle on that power, that's exactly what Richard Nixon did. He lost a handle on the power of the presidency and it ruined him. I've seen so many others ruined by it. And it reveals itself in a bunch of interesting ways. College presidents that get loose with the money, start paying their own bills with school revenue. Using school funds to take care of your women. Or giving scholarships to your friends. Or start having affairs with students. Using your power over students to result in sexual encounters or with faculty members and staff members.

I've known several presidents to lose their jobs because they got too intimate with the secretary. Or too intimate with students. And the temptations are always there. And you have to work at this thing to avoid letting yourself get into a compromising position. Just as an example one of the ways I do that is to consciously think everyday about a little say that is fairly common, I use it all the time, "it not only has to be right, it has to look right". And so my staff knows not to even suggest, for example my female staff, knows not to even suggest that I give them a ride someplace. I never ride alone in a car with a woman, I never do that. My closest staff person knows that whenever we have to go somewhere she has to get a third party to come with us, a driver. I involve my wife very much in my activities. My finance man, I never touch a financial transaction unless he approves it. Some people say that I give him too much power, but no, he is a good hearted man and he keeps me out of trouble and makes sure I don't do anything stupid or do something that I don't know what I'm doing and get myself in trouble.

So I consciously work at that, is it giving away power, yeah, but you know, there is a good result. The number one reason presidents lose their job is because they cannot control their power. As I said, it reveals itself in many different ways but the fundamental situation is that they cannot control their power. Power leads them to do stupid things thinking they can get away from it. So I try and avoid that. When I leave this university it will be because I decided it was time to go and I will walk right back

over there and teach with all the dignity that I have now. And so I think that is probably the single thing that has guided me in personal conduct in my office. This thing about controlling the power and not letting power use me but using it to avoid the intoxication of power, because it is intoxicating.

Appendix E - President Two Interview

- Current role of the HBCU

The role has changed somewhat because, what has happened in society particularly with the public education, higher education, as what we are going through here in The state. The mandate to bring in more diverse population. So just given that, certainly the role has changed. But also we still have the historic responsibility of educating a people who in many ways would probably not have that opportunity for an education. And I know this school plays that role in the state. There are many persons who come here who probably because of where we are located and our sensitivity to certain kinds of issues that students bring to the table, probably would not have that opportunity other places.

- How does the legacy of HBCU's affect your decision-making processes if at all?

Certainly I'm sensitive to some of the issues that our students bring to the table, but also I'm aware of the fact that we need to prepare our students to deal with the greater community and the global society. So we still have to be demanding, probably even more demanding, on our students, faculty and staff in terms of preparing our young people for those challenges. Certainly we understand some of the things that our people bring to the table given their socio-economic environment, some of the things that perhaps they have not been exposed to, but we cannot use that as an excuse. That just means that our young people in many cases have to work doubly hard to be successful. But that hasn't changed, those of us who were educated at HBCU's as I was, we have to do that as well.

- What do you see as the current ascendancy pattern for HBCU presidents and is it different then it use to be?

I think so, historically most presidents of HBCU's probably went through the ranks on the academic side of the institution. I'm seeing more and more college presidents coming out of the student affairs areas because students have different needs and different concerns, so having someone sensitive to that can be important. I see quite a few who have law as a background. As a matter of fact, 2 of the presidents at HBCU's here, 2 out of the 3 are lawyers. So I think that may be a trend and I know several other attorneys who are HBCU presidents throughout the country. And there are many more females who are becoming presidents of HBCU's. And there are persons who have come from outside of higher education. I think the trend now is to bring in people with good management skills who have the ability to pull a good team together.

- Your perception of vision and how your vision relates to the way you manage your school.

Certainly for me the vision relates to how we manage and even our notion of management. The vision that we have set is centered around moving from excellence to preeminence. And what we've attempted to do is to operationalize preeminence in terms of what it means for us. And very simply it means that our goal is to have the highest quality possible in all of our academic programs, our support programs and athletic programs. And in choosing that level of quality, we have undergone a review of all of

our academic programs. We know what we need to do to put into place those measures of quality and we are moving about the process of doing that. And that becomes a part of how we manage. What we do and how I do it is periodically we take time to have a checklist and see where we are. We set a number of goals and ever so often we stop to see where we are.

For example, we will have a retreat in soon and one of the things that we will be doing is to see where we are as it relates to the goals that we set to help us achieve the vision for the university. So that becomes part of the management process as well. I hold people accountable for their certain areas that make certain that we move closer toward the goal.

- Is it important that those around you buy into your vision?

Yes, as a matter of fact, they will have to do that in order to work for me. As a matter of fact, I interview every professional person on campus. I don't hire anyone professionally if I have not interviewed them. That means faculty and other staff persons. And one of the things I do is I share with them where we want to go as an institution and my vision for the institution. I have a series of questions that I raise and it depends on how they respond to that and the commitment that they make to the university.

- Are there any attributes which make a successful HBCU president?

Probably, determination, high energy, being a people person and being able to accept and deal with the negative. Being in these positions, quite often you will make people, you will have people more upset with you then love you. So you have to make difficult decisions. But you cannot allow that to affect how you make your decisions. What you do is treat everybody fairly and make certain that whatever decision you make is in the best interest of the students first and the institution as a whole.

- Any theorist or scholars who you use to guide your ideas of management or leadership.

I guess for me, I've always known what I wanted to do since I was in the 9th grade. The first time that I ever visited a college campus. Just the excitement that I saw, I knew that I wanted a life in academia. As I got into the field and knew that I wanted to be a college president, I began to take bits and pieces from persons who were my supervisors good and bad. I kept a diary of management styles and individuals and I use to read biographies of college presidents. And I used that to help develop what this whole world is all about as a college president. It was not any one particular person, I guess it was a variety of persons.

- What is the most challenging issue you encounter at this time?

Probably for us, it is related to the Ayers case, in terms of resolving that and the kinds of things we are responding to with the judge's orders. What the state is demanding in order to resolve the case. That takes up an inordinate amount of our time in responding, probably at least 3 or 4 days out of the week, I'm in some meeting related to that.

The other aspect I would think is dealing with the image of this school. I think because this school has struggled for many years as it relates to the court case and the whole

notion of closing the school, there were many persons when I came here who still harbor the notion that we were a school on the verge of closing. I think we've done an outstanding job of getting positive information out. One of the things that we try to do is get positive news articles out in the media and on tv. As a matter of fact there is a running joke in the local community, that if we are not in the newspaper then there is no news.

- Academic Affairs

I'm an academic officer at heart, I came up on the academic side. So I brought to the table when I came here a lot of ideas in terms of how we want to reshape the academic side of the institution. So my whole notion of quality centers around the academic area. So it has great impact. The academic VP and I have been friends for a number of years, so he understood coming in where we wanted to go, because this was all I had talked about, so I think it has a great impact on the academic side of the institution.

We won't reach preeminence unless the academic arm of the institution leads the way.

- How does technology play a role in that?

Technology is center that whole notion, as a matter of fact one of the things we are doing on the academic side, but it also affects the administrative side of the campus, is that we are developing a center of excellence in science and technology. Its part of my vision.

As a matter of fact, the first day on campus I did my vision statement and one of the things I indicated we would do is to have a summer academy in science and technology for public school kids. Last summer we were able to do it. And since I've been here we've worked to automate the campus. We're wired totally, we are one of the most wired campuses in this state. All faculty have new computers on their desk for the first time ever. We are renovating all of our computer labs. We are putting computer labs in all of our dormitories. We just yesterday moved toward offering distance-learning courses through video technology and internet.

- Student Affairs

Students are first and we make that a point. We meet on a regular basis with our student government association. As a matter of fact, in the interview process for my administrators, one of the things they had to demonstrate is their student centeredness. Because without our students anything else we do is all for nothing.

What we ask the SGA to do is give us a checklist of those things they want to accomplish and so far we have been able to do that. And I require all of my administrators and vice presidents to meet with their student counterparts. And we do this on a regular basis.

- Financial Management

We would not be able to do the things we need to do if we did not operate on a sound fiscal basis. And that is very central to how we are able to do some of the things that we do. My vision requires us to allocate resources for key things that we haven't done before. But we cannot do that if we overspend. We make certain that we, the way we

deal with the vice president, as a matter of fact we have an agreement, that he can't allow me to overspend, he's the only one who can tell me no on campus. As a part of what we talked about earlier, but again, in order to achieve the vision we all sit together to see how we are able to do it.

If it means that we have to reallocate funds to get it done, if it's important to do, and that's the philosophy that we take, then we will get it done.

- Fundraising

We established a 25 million dollar capital campaign as part of achieving the vision for the university and that's on the way. In about a year and a half without having a development office, we are in the process of pooling funds to get that together, we have raised just slightly less than 3 million dollars. For a school who has never had a capital campaign before I think that's great, but we can do even better.

One of the things we are doing is educating people on the importance of giving back to the university. We have not had that before. We have not had an alumni who had a history of giving to the university. The community was isolated from the university, particularly the white community. And we have been able to break barriers and we've gotten support from the community. As a matter of fact, our first time out we had 2 local attorneys give us \$500000 dollars each, for the first million dollar contribution to the university ever.

- Personnel Management

One of the things you have to do is hire good people and then support them in doing what they need to do. Part of the vision is that you lay out the vision for them and what you expect them to accomplish and then you get out of the way and allow them to do that. And be there to support them when they need you. I've pretty much tried to do that. When I was the vice president dean, I hated when my supervisor looked over my shoulders and I try not to do that. Now whether or not my vice presidents agree to that is a different story, lol. But I see myself more as a facilitator in assisting them as opposed to a dictator.

- Institutional Administrator

I think it's important that you empower people to do their job. And one of the things that we did, the first thing that I did when I came in, because I spent quite a few days on campus prior to taking the position, reviewing the process, we reorganized the overall units of the institution and then when I brought in my vice presidents we went a step further. And what we have done is decentralize authority on campus. In the past all the decisions were made at the top. And you cannot run an organization when everyone sits around and waits for the president or vice president to make a decision. So for the first time ever we have deans on the academic side who have the power to make decisions. So we have decentralized.

And I think its important to get people involved at the level where they really understand what is happening and really impact students. As opposed to moving everything at the

top. That's a part of how we operate that fits into the whole notion of moving from excellence to preeminence because everyone has to share if we are going to succeed, in helping us succeed to preeminence. It's not going to be done because you have a president who wants to do that. If you don't have a team effort in doing that it doesn't work.

- What should people know about HBCU presidents

Nothing in particular, except other than the fact that we ought to be viewed just like any other presidents. Because the role is still the same regardless of whether or not you are serving Black or White students. And that's one of the things that I fight all the time when people want to categorize us as a particular institution. I think quality regardless of where you are, is what sells. And we try to position ourselves, I don't want to be typecast in any way, understanding that we are not going to change the mission of our institution. We are going to serve African American students regardless, but also we are going to position ourselves that if any student wants to come to us, they can get a quality education.

And that's what we market here, quality.

- Your length of tenure and today's trends

To be honest with you I have not really thought about it. I'm the kind of person that I have a job to do, and the challenge is here. It's going to take time to achieve the goals that we set for the university. I'm hoping that I have the opportunity to stay here long enough to do that. Now how long that takes I'm not exactly certain. We do have a 5-year plan. And every year we review where we are and keep adding to that, so those 5 years keep moving. It just depends. I look at the job as opposed to the time frame.

My colleagues tell me that if we achieve all that we have on the table here, then there is no reason to go anywhere else.

Appendix F - Profile of HBCUs

ALABAMA

Alabama A&M University

www.aamu.edu
Telephone: (205) 851-5000
Founded: 1875

President: Dr. John
T. Gibson
Enrollment: 5,400

Highest Offering: Master's
Public
Land Grant

Alabama State University

www.alasu.edu
Telephone: (205) 293-4100
Founded: 1873

President: Dr.
William H. Harris
Enrollment: 5,554

Highest Offering: Beyond Master's
Public

Concordia College

higher-ed.lcms.org/selma.htm
Telephone: (334) 874-5700
Founded: 1922

President: Dr. Julius
Jenkins
Enrollment: 476

Highest Offering: Baccalaureate
Private
(Lutheran)

Miles College

www.miles.edu
Telephone: (205) 929-1000
Founded: 1902

President: Dr. Albert
J. H. Sloan II
Enrollment: 1,238

Highest Offering: Four or Five Year Baccalaureate
Private
(Christian Methodist Episcopal affiliate)
UNCF

Oakwood College

www.oakwood.edu
Telephone: (205) 726-7000
Founded: 1896

President: Dr.
Delbert W. Baker
Enrollment: 1,666

Highest Offering: Four or Five Year Baccalaureate
Private
(Seventh-Day Adventist affiliation)
UNCF

Selma University

no webpage available
Telephone: (205) 872-2533
Founded: 1878

President: Dr. James
C. Carter
Enrollment: 100

Highest Offering: Four or Five Year Baccalaureate
Private
(Baptist affiliation)

Stillman College

www.stillman.edu
Telephone: 1-800-841-5722
Founded: 1876

President: Dr. Ernest
McNealey
Enrollment: 1,014

Highest Offering: Four or Five year Baccalaureate
Private
(Presbyterian Church affiliation)
UNCF

Talladega College

www.talladega.edu
Telephone: (256) 362-0206
Founded: 1867

President: Dr.
Marguerite Archie-
Hudson
Enrollment: 642

Highest Offering: Four or Five Year Baccalaureate
Private
(American Missionary Association)
UNCF

Tuskegee University

www.tusk.edu
Telephone: (205) 727-8011
Founded: 1881

President: Dr.
Benjamin F. Payton
Enrollment: 3,175

Highest Offering: Doctorate
Private & Land Grant
(Independent)
UNCF

ARKANSAS

Arkansas Baptist College

no website available
Telephone: (501) 372-6883
Founded: 1884

President: Dr.
William T. Keaton
Enrollment: 225

Highest Offering: Four or Five Year Baccalaureate
Private
(Baptist)

Philander Smith College

www.philander.edu
Telephone: (501) 375-9845
Founded: 1877

President: Dr. Myer
L. Titus
Enrollment: 925

Highest Offering: Four or Five Year Baccalaureate
Private
(United Methodist)
UNCF

U of Arkansas at Pine Bluff

www.uapb.edu
Telephone: (501) 543-8000
Founded 1873

Chancellor:
Lawrence A. Davis,
Jr.
Enrollment: 3256

Highest Offering: Master's
Public

CALIFORNIA

Charles R. Drew University
www.cdrewu.edu
Telephone: (323) 563-4800
Founded: 1966

President: Dr.
Charles K. Francis
Enrollment: 596

Highest Offering: Doctorate
Private

DELAWARE

Delaware State University
www.dsc.edu
Telephone: (302) 739-4901
Founded: 1891

President: Dr.
William B. DeLauder
Enrollment: 3,328

Highest Offering: Master's
Public
Land Grant

DISTRICT OF COLUMBIA

Howard University
www.howard.edu
Telephone: (202) 806-6100
Founded: 1867

President: Dr. H.
Patrick Swygert
Enrollment: 10,248

Highest Offering: Doctorate
Private
(Independent)

University of the District of Columbia
www.udc.edu
Telephone: (202) 274-5000

President: Dr. Julius
F. Nimmons
Enrollment: 7,815
Founded: 1976

Highest Offering: Master's
Public
Land Grant

FLORIDA

Bethune Cookman College
www.bethune.cookman.edu
Telephone: (904) 255-1401
Founded: 1904

President: Dr.
Oswald P. Bronson,
Sr.
Enrollment: 2,335

Highest Offering: Four or Five Year Baccalaureate
Private
(United Methodist)

Edward Waters College
www.ewc.edu
Telephone: (904) 366-2500
Founded: 1883

President: Dr. Jimmy
R. Jenkins
Enrollment: 605

Highest Offering: Four or Five Year Baccalaureate
Private
(African Methodist Episcopal)
UNCF

Florida A&M University
www.famu.edu
Telephone: (904) 599-3000
Founded: 1887

President: Dr.
Frederick S.
Humphries
Enrollment: 10,781

Highest Offering: Doctorate
Public
Land Grant

Florida Memorial College
www.fmc.edu
Telephone: (305) 626-3600
Founded: 1892

President: Dr. Albert
E. Smith, Jr.
Enrollment: 1,561

Highest Offering: Four or Five Year Baccalaureate
Private
(Baptist)
UNCF

GEORGIA

Albany State College
www.asurams.edu
Telephone: (912) 430-4600
Founded: 1903

President: Dr. Portia
H. Shields
Enrollment: 3,300

Highest Offering: Master's
Public

Clark Atlanta University
www.cau.edu
Telephone: (404) 880-8000
Founded: 1869/1989

President:
Dr. Thomas W. Cole,
Jr.
Enrollment: 5,798

Highest Offering: Doctorate
Private
(United Methodist)
UNCF

Fort Valley State College
www.fvsc.peachnet.edu
Telephone: (912) 825-6211
Founded: 1895

President: Dr. Oscar
L. Prater
Enrollment: 3,024

Highest Offering: Master's
Public
Land Grant

**Interdenominational Theologic
al Center**

www.itc.edu
Telephone: (404) 527-7700
Founded: 1958

President: Dr.
Franklin
Enrollment: 101

Highest Offering: Doctorate
Private
(Independent)
UNCF

Morehouse College

www.morehouse.edu
Telephone: (404) 681-2800
Founded: 1867

President: Dr. Walter
E. Massey
Enrollment: 2,923

Highest Offering: Four or Five Year Baccalaureate
Private
(Independent)
UNCF

Morehouse School of Medicine

www.msm.edu
Telephone: (404) 752-1050
Founded: 1975

President: Dr. Louis
W. Sullivan
Enrollment: 176

Highest Offering: Doctorate
Private

Morris Brown College

www.morrisbrown.edu
Telephone: (404) 220-0270
Founded: 1881

President: Dr.
Dolores E. Cross
Enrollment: 2,156

Highest Offering: Four or Five Year Baccalaureate
Private
(African Methodist Episcopal)
UNCF

Paine College

www.paine.homens4.htm
Telephone: (706) 821-8200

President: Dr. Shirley
A. R. Lewis

Highest Offering: Four or Five Year Baccalaureate
(multiple Protestant Denominations)
Program: Liberal Arts and General; Teacher
Preparatory

Enrollment: 917

Savannah State College

www.savstate.edu
Telephone: (912) 356-2181
Founded: 1890

President: Dr.
Carlton E. Brown
Enrollment: 2,700

Highest Offering: Four or Five Year Baccalaureate
Public

Spelman College

www.spelman.edu
Telephone: (404) 681-3643
Founded: 1881

President: Dr.
Audrey Forbes-
Manley
Enrollment: 1,985

Highest Offering: Four or Five Year Baccalaureate
Private
Independant

ILLINOIS**Chicago State University**

www.csu.edu
Telephone: (773) 995-2400
Founded: 1870

President: Dr. Elnora
Daniel
Enrollment: 10,108

Highest Offering: Master's
Public

KENTUCKY**Kentucky State University**

www.kysu.edu
Telephone: (502) 227-6000
Founded: 1886

President: Dr. George
Willis Reid
Enrollment: 2,228

Highest Offering: Master's
Public
Land Grant

LOUISIANA**Dillard University**

www.dillard.edu
Telephone: (504) 283-8822
Founded: 1868

President: Dr.
Michael L. Lomax
Enrollment: 1,548

Highest Offering: Four or Five Year Baccalaureate
Private
(multiple Protestant Denominations)
UNCF

Grambling State University

www.gram.edu
Telephone: (318) 247-3811
Founded: 1901

President: Dr. Steve
A. Favors
Enrollment: 6,701

Highest Offering: Doctorate
Public

Southern U. at New Orleans

www.suno.edu

Telephone: (504) 286-5000

Founded: 1880

Chancellor: Dr. Press
Robinson

Enrollment: 4,322

Highest Offering: Master's

Public

Land Grant

**Southern University and A&M
College at Baton Rouge**

www.subr.edu

Telephone: (225) 771-5020

Founded: 1890

President: Dr.
Edward R. Jackson
Enrollment: 10,259

Highest Offering: Doctorate

Public

Land Grant

**Southern University School of
Law**

www.sus.edu/sulc

Telephone:

Founded: 1947

President: Dr.
BHISHMA K.
AGNIHOTRI
Enrollment:

Highest Offering: Doctorate

Public

**Southern University A & M at
Shreveport**

www.susbo.edu

Telephone: (318) 674-3300

Founded: 1967

President: Dr.
Jerome Greene Jr.
Enrollment: 1,070

Highest Offering: Four or Five Year Baccalaureate

Public

Land Grant

Xavier University of Louisiana

www.xula.edu

Telephone: (504) 486-7411

Founded: 1925

President: Dr.
Norman C. Francis
Enrollment: 3,526

Highest Offering: Doctorate

Private

(Roman Catholic)

UNCF

MARYLAND**Bowie State University**

www.bowiestate.edu

Telephone: (301) 464-3000

Founded: 1867

President: Dr. Calvin
W. Lowe
Enrollment: 5,067

Highest Offering: Master's

Public

Coppin State College

www.coppin.umd.edu

Telephone: (410) 383-5400

Founded: 1900

President: Dr. Calvin
W. Burnett
Enrollment: 3,643

Highest Offering: Master's

Public

Morgan State University

www.morgan.edu

Telephone: (443) 885-3333

Founded: 1867

President: Dr. Earl S.
Richardson
Enrollment: 5,889

Highest Offering: Doctorate

Public

U of Maryland Eastern Shore

www.umes.edu

Telephone: (410) 651-2200

Founded: 1865

President: Dr.
Delores R. Spikes
Enrollment: 3,166

Highest Offering: Doctorate

Public

Land Grant

Sojourner-Douglass College

website under construction

Telephone: (410) 276-0306

Founded: 1972

President: Dr.
Charles W. Simmons
Enrollment: 539

Highest Offering: Four or Five Year Baccalaureate

Private

MICHIGAN**Lewis College of Business**

www.lewiscollege.edu

Telephone: (313) 862-6300

Founded: 1928

President: Dr.
Marjorie Harris
Enrollment: 191

Highest Offering: Master's

Private

MISSISSIPPI

Alcorn State University

www.alcorn.edu
Telephone: (601) 877-6100
Founded: 1871

Jackson State University

www.jsums.edu
Telephone: (601) 968-2015
Founded: 1877

Mississippi Valley State University

www.mvsu.edu
Telephone: (601) 254-9041
Founded: 1950

Rust College

www.rustcollege.edu
Telephone: (662) 252 8000
Founded: 1866

Tougaloo College

www.tougaloo.edu
Telephone: (601) 977-7700
Founded: 1869

President: Dr. Clinton Bristow, Jr.
Enrollment: 3,073
Highest Offering: Master's
Public
Land Grant

President: Dr. Ronald Mason Jr.
Enrollment: 6,218
Highest Offering: Doctorate
Public

President: Dr. Lester C. Newman
Enrollment: 2,199
Highest Offering: Master's
Public

President: Dr. David L. Beckley
Enrollment: 937
Highest Offering: Four or Five Year Baccalaureate
Private
(United Methodist)
UNCF

President: Dr. Joe A. Lee
Enrollment: 982
Highest Offering: Four or Five Year Baccalaureate
Private
(United Church of Christ)
UNCF

MISSOURI

Harris-Stowe State College

www.hssc.edu
Telephone: (314) 340-3366
Founded: 1857

Lincoln University

www.lincolnu.edu
Telephone: (314) 681-5000
Founded: 1866

President: Dr. Henry Givens, Jr.
Enrollment: 1,723
Highest Offering: Four or Five Year Baccalaureate
Public

President: Dr. David B. Henson
Enrollment: 2,979
Highest Offering: Master's
Public
Land Grant

NEW YORK

City University of New York -

Medgar Evers College

www.mec.cuny.edu
Telephone: (718) 270-4900
Founded: 1969

President: Dr. Edison O. Jackson
Enrollment: 5,410
Highest Offering: Four or Five Year Baccalaureate
Public

NORTH CAROLINA

Barber-Scotia College

www.barber_scotia.edu
Telephone: (704) 793-4900
Founded: 1867

Bennett College

www.bennett.edu
Telephone: (910) 273-4431
Founded: 1873

Elizabeth City State University

www.ecsu.edu
Telephone: (919) 335-3400
Founded: 1891

President: Dr. Sammie Potts
Enrollment: 437
Highest Offering: Four or Five Year Baccalaureate
Private
(Presbyterian Church)
UNCF

President: Dr. Gloria R. Scott
Enrollment: 550
Highest Offering: Four or Five Year Baccalaureate
Private
(United Methodist/women)
UNCF

Chancellor: Dr. Mickey L. Burnim
Enrollment: 1,931
Highest Offering: Four or Five Year Baccalaureate
Public

Fayetteville State University

www.uncfsu.edu

Telephone: (910) 486-1371

Founded: 1867

Johnson C. Smith University

www.jcsu.edu

Telephone: (704) 378-1000

Founded: 1867

Livingstone College

www.livingstone.edu

Telephone: (704) 638-5500

Founded: 1879

North Carolina A&T State University

www.ncat.edu

Telephone: (910) 334-7995

Founded: 1909

North Carolina Central University

www.nccu.edu

Telephone: (919) 560-6100

Founded: 1923

Saint Augustine's College

www.st-aug.edu

Telephone: (919) 516-4000

Founded: 1867

Shaw University

www.shawuniversity.edu

Telephone: (919) 546-8200

Founded: 1865

Winston-Salem State University

www.wssu.edu

Telephone: (910) 750-2000

Founded: 1892

President: Dr. Willis
B. McLeod
Enrollment: 3,915Highest Offering: Master's
PublicPresident: Dr.
Dorothy Cowser
Yancy
Enrollment: 1,427Highest Offering: Four or Five Year Baccalaureate
Private
UNCFPresident: Dr.
Burnett Joiner
Enrollment: 660Highest Offering: Master's
Private
(African Methodist Episcopal Zion Church)
UNCFChancellor: Dr.
James C. Renick
Enrollment: 7,533Highest Offering: Doctorate
Public
Land GrantPresident: Dr. Julius
L. Chambers
Enrollment: 5,400Highest Offering: First Professional Degree
PrivatePresident: Dr.
Bernard W. Franklin
Enrollment: 1,584Highest Offering: Four or Five Year Baccalaureate
Private
(Protestant Episcopal)
UNCFPresident: Dr. Talbert
O. Shaw
Enrollment: 2,500Highest Offering: Four or Five Year Baccalaureate
Private
(Baptist)
UNCFPresident: Dr. Harold
L. Martin Sr.
Enrollment: 2,781Highest Offering: Four or Five Year Baccalaureate
Public**OHIO****Central State University**

www.centralstate.edu

Telephone: (937) 376-6348

Founded: 1887

Wilberforce University

www.wilberforce.edu

Telephone: (937) 376-2911

Founded: 1856

President: Dr. John
W. Garland
Enrollment: 2,406Highest Offering: Four or Five Year Baccalaureate
PublicPresident: Dr. John
L. Henderson
Enrollment: 897Highest Offering: Four or Five Year Baccalaureate
Private
(African Methodist Episcopal)
UNCF**OKLAHOMA****Langston University**

www.lunet.edu

Telephone: (405) 466-2231

Founded: 1897

President: Dr. Ernest
L. Holloway
Enrollment: 4,069Highest Offering: Master's
Public
Land Grant

PENNSYLVANIA

Cheyney University of

Pennsylvania

www.cheyney.edu

Telephone: (610) 399-2000

Founded: 1837

Lincoln University

www.lincoln.edu

Telephone: (610) 932-8300

Founded: 1837

President: Dr. W.

Clinton Pettus

Enrollment: 1,360

Highest Offering: Master's

Public

President: Dr. Ivory

V. Nelson

Enrollment: 1,821

Highest Offering: Master's

Public

Land Grant

SOUTH CAROLINA

Allen University

www.scicu.org/allen/auhome/htm

Telephone: (803) 254-4165

Founded: 1870

Benedict College

www.scicu.org/benedict/sch_link.htm

Telephone: (803) 256-4220

Founded: 1870

Clafflin College

www.clafflin.edu

Telephone: (803) 534-2710

Founded: 1869

Morris College

www.morris.edu

Telephone: (803) 775-9371

Founded: 1905

South Carolina State

University

www.scsu.edu

Telephone: (803) 536-7000

Founded: 1895

Voorhees College

www.voorhees.edu

Telephone: (803) 793-3351

Founded: 1897

President: Dr. John

K. Waddell

Enrollment: 400

Highest Offering: Four or Five Year Baccalaureate

Private

(African Methodist Episcopal)

President: Dr. David

H. Swinton

Enrollment: 1,850

Highest Offering: Four or Five Year Baccalaureate

Private

(Baptist)

UNCF

President: Dr. Henry

N. Tisdale

Enrollment: 1,065

Highest Offering: Four or Five Year Baccalaureate

Private

(United Methodist)

UNCF

President: Dr. Luns

C. Richardson

Enrollment: 844

Highest Offering: Four or Five Year Baccalaureate

Private

(Baptist)

UNCF

President: Dr. Leroy

Davis, Sr.

Enrollment: 4,898

Highest Offering: Doctorate

Public

Land Grant

President: Dr.

Leonard E. Dawson

Enrollment: 810

Highest Offering: Four or Five Year Baccalaureate

Private

(Protestant Episcopal)

TENNESSEE

Fisk University

www.fisk.edu

Telephone: (615) 329-8500

Founded: 1866

Knoxville College

www.knoxvillecollege.edu

Telephone: (615) 524-6514

Founded: 1875

President: Dr. John

L. Smith, Jr.

Enrollment: 812

Highest Offering: Master's

Private

(Independent)

UNCF

President: Dr.

Barbara R. Hatton

Enrollment: 428

Highest Offering: Four or Five Year Baccalaureate

Private

(United Presbyterian)

UNCF

Lane College

www.lanecollege.edu

Telephone: (901) 426-7500

Founded: 1882

President: Dr.

Wesley C. McClure

Enrollment: 768

Highest Offering: Four or Five Year Baccalaureate

Private

(Christian Methodist Episcopal)

UNCF

Lemoyne-Owen College
 www.lemoyne-owen.edu
 Telephone: (901) 774-9090
 Founded: 1870

Meharry Medical School
 www.mmc.edu
 Telephone: (615) 327-6000
 Founded: 1876

Tennessee State University
 www.tnstate.edu
 Telephone: (615) 320-3432
 Founded: 1909

President: Dr. George R. Johnson, Jr.
 Enrollment: 1,075
 Highest Offering: Master's
 Private
 (Multiple Protestant Denominations)
 UNCF

President: Dr. John E. Maupin Jr.
 Enrollment: 606
 Highest Offering: Doctorate
 Private

President: Dr. James A. Hefner
 Enrollment: 8,643
 Highest Offering: Doctorate
 Public
 Land Grant

TEXAS

Huston-Tillotson College
 www.htc.edu
 Telephone: (512) 505-3000
 Founded: 1877

Jarvis Christian College
 www.jarvis.edu
 Telephone: (903) 769-5700
 Founded: 1912

Paul Quinn College
 www.pqc.edu
 Telephone: (214) 376-1000
 Founded: 1872

Prairie View A&M University
 www.pvamu.edu
 Telephone: (409) 857-2111
 Founded: 1876

Southwestern Christian College
 no website available
 Telephone: (214) 524-3341
 Founded:

Texas College
 www.texascollege.edu
 Telephone: (903) 593-8311
 Founded: 1894

Texas Southern University
 www.tsu.edu
 Telephone: (713) 527-7011
 Founded: 1947

Wiley College
 www.wileyc.edu
 Telephone: (903) 927-3300
 Founded: 1873

President: Dr. Joseph T. McMillan, Jr.
 Enrollment: 701
 Highest Offering: Four or Five Year Baccalaureate
 Private
 (Multiple Protestant Denominations)
 UNCF

President: Dr. Sebetha Jenkins
 Enrollment: 557
 Highest Offering: Four or Five Year Baccalaureate
 Private
 (Christian Church [Disciples of Christ])
 UNCF

President: Dr. Lee E. Monroe, Jr.
 Enrollment: 741
 Highest Offering: Four or Five Year baccalaureate
 Private
 (African Methodist Episcopal)
 UNCF

President: Dr. Charles A. Hines
 Enrollment: 6,167
 Highest Offering: Master's
 Public
 Land Grant

President: Dr. Jack Evans
 Enrollment: 195
 Highest Offering: Four or Five Year Baccalaureate
 Private
 (Churches of Christ)

President: Dr. Haywood L. Strickland
 Enrollment: 300
 Highest Offering: Four or Five Year Baccalaureate
 Private
 (Christian Methodist Episcopal)
 UNCF

President: Dr. Priscilla Slade
 Enrollment: 7,973
 Highest Offering: Doctorate
 Public

President: Dr. Ronald L. Swain
 Enrollment: 508
 Highest Offering: Four or Five Year Baccalaureate
 Private
 (United Methodist)
 UNCF

VIRGINIA

Hampton University
 www.hamptonu.edu
 Telephone: (804) 727-5000
 Founded: 1868

President: Dr. William R. Harvey
 Enrollment: 5,552
 Highest Offering: Doctorate
 Private
 (Independent)

Norfolk State University

www.nsu.edu

Telephone: (804) 683-8600

Founded: 1935

President: Dr. Marie

V. McDemmond

Enrollment: 8,351

Highest Offering: Doctorate

Public

Saint Paul's College

www.saintpauls.edu

Telephone: (804) 848-3111

Founded: 1888

President: Dr.

Thomas M. Law

Enrollment: 675

Highest Offering: Four or Five Year Baccalaureate

Private

(Protestant Episcopal)

UNCF

Virginia State University

www.vsu.edu

Telephone: (804) 5241-5000

Founded: 1882

President: Dr. Eddie

N. Moore, Jr.

Enrollment: 4,006

Highest Offering: Master's

Public

Land Grant

Virginia Union University

www.vuu.edu

Telephone: (804) 257-5600

Founded: 1865

President: Dr.

Bernard W. Franklin

Enrollment: 1,551

Highest Offering: Four or Five Year Baccalaureate

Private

(Baptist)

WEST VIRGINIA**Bluefield State**

www.bluefield.wvnet.edu

Telephone: (304) 327-4000

Founded: 1895

President: Dr.

Robert E. Moore

Enrollment: 2,609

Highest Offering: Baccalaureate

Public

West Virginia State College

www.wvsc.edu/index.html

Telephone: (304) 766-3000

Founded: 1891

President: Dr. Hazo

W. Carter, Jr.

Enrollment: 4,545

Highest Offering: Four or Five Year Baccalaureate

Public

Land Grant

U.S. VIRGIN ISLANDS**University of the Virgin****Islands**

www.uvi.edu

Telephone: (340) 776-9200

Founded: 1962

President: Dr. Orville

Kean

Enrollment: 2,898

Highest Offering: Master's

Public

Land Grant

Compiled by: Dr. A. Simon. Sources: U.S. Department of Education, Peterson's Guide to College and University Administrators, MOLIS and America's Black Colleges

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